DOCUMENT RESUME

ED 306 513 CG 021 646

TITLE Oregon Model Youth Programs.
INSTITUTION Oregon State Dept. of Education, Salem. Oregon Youth Coordinating Council.
PUB DATE 89
NOTE 82p.
PUB TYPE Reference Materials - Directories/Catalogs (132) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Alcohol Abuse; *Disadvantaged Youth; Dropout Prevention; Drug Abuse; Early Childhood Education; Early Parenthood; Mental Health; *Models; Nontraditional Education; *Youth Programs
IDENTIFIERS *Oregon

ABSTRACT

This book presents information about programs in Oregon that are successful in serving disadvantaged youths. Fifty-eight model programs are included in this directory and are categorized under the headings of: (1) early childhood intervention; (2) early childhood education/support; (3) teen parents; (4) juvenile justice; (5) dropout prevention; (6) alternative education; and (7) alcohol and drug/health/mental health. Each section contains a brief summary of its topic and general descriptions of relevant programs. Addresses, telephone numbers, and a contact person are given for each program, along with information such as the clientele served, strategies employed by the program, methods used in providing services, resources, structure, history, funding, numbers served, cost per student/client, evaluation, and follow-up. Some program descriptions also list other similar programs. (NB)

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OREGON MODEL YOUTH PROGRAMS

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Oregon Youth Coordinating Council

Oregon Department of Education
700 Pringle Parkway SE, Salem, Oregon 97310-0290
Verne A. Duncan
State Superintendent of Public Instruction

1989

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OREGON MODEL YOUTH PROGRAMS

Compiled by:
Oregon Youth Coordinating Council
Randall Franke, Chair

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VERNE A. DUNCAN
State Superintendent
of Public Instruction

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700 PRINGLE PARKWAY SE, SALEM, OREGON 97310-0290 PHONE (503) 378-3569

March, 1989

Dear Reader:

This booklet is the second Model Program book produced by Oregon's Youth Coordinating Council. It's purpose is to share information about programs that are successful in serving disadvantaged youth. It is our hope that Oregon schools and communities will find these successful programs and strategies useful in planning and improving their programs and services. We anticipate that these models will be adopted to the varied individual needs and circumstances of Oregon's communities.

Our method of selecting these programs was to ask state level education, training and human service leaders to identify effective programs that were representative of current programming and provided a variety of models. There are many other excellent programs throughout the state. We encourage planners to examine as many options as possible as they develop their programs.

Our intent is to give general descriptions. More in-depth information and help can be obtained directly from the programs. We sincerely hope that reviewing these program models will encourage and assist Oregonians to assist Oregon's young people.

Sincerely,

Randall Franke

Randall Franke
Marion County Commissioner
Chair, Oregon Youth Coordinating Council

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1 EARLY CHILDHOOD INTERVENTION

In 1983 the Oregon Legislature established a program of early intervention services for preschool-aged children with substantial handicaps. This program is a coordinated effort between the Department of Education's Regional Programs and the Mental Health Division's office for Development Disabilities.

These programs serve eligible children from birth, or age of identification, until they reach school-age in their resident district (ORS 343.353). The interagency coordination is assured through the efforts of the Early Intervention Coordinating Council.

In 1986 Congress passed PL 99-457, the 1986 Amendments to the Education of the Handicapped Act (EHA). These amendments established a new part of the EHA and amended another portion, both of which relate to preschool-aged children with special needs. Both components have compliance dates of the 1991-92 school year, if states wish to receive the available federal funding.

Currently the Early Intervention Program Section of the Department of Education and Mental Health Division are actively planning for the significant implementation issues related to PL 99-457. We anticipate major legislative proposals during the 1991 session. In the interim we will continue to serve children with significant disabilities, and support innovative programs as they develop effective and efficient service models.

For more information, contact:
Mike Barker
Early Intervention Program
Oregon Department of Education
Telephone 373-1484

MID-VALLEY CHILDREN'S GUILD

700 Church Street SE
PO Box 12621
Salem, OR 97309

Contact(s):
Kathy Fitzpatrick, Executive Director
Telephone 370-8990

Clientele:
The Guild serves children aged birth to six with developmental delay in areas of gross and/or fine motor development and/or speech/language skills. School-aged children in this category are also served on a space available basis.

Children aged five to 15 needing behavior management intervention (attention deficit, autism) or other mental health services (sexually abused) are also served.

In addition, services are provided to parents of children with special needs.

Strategies:
The goal is to maximize the child's potential through the provision of an early intervention program incorporating rehabilitative therapies, mental health, family support services, and educational programs to address the area(s) of developmental delay and the corresponding family needs.

Description:
The Guild receives referrals from physicians, parents, agencies or others. Screening and evaluation is provided by an interdisciplinary team or an individual therapist.

At this time, financial responsibility is determined (i.e., self-pay, third party, financial assistance through Guild), and a schedule is devised for appropriate service.

Methods:
(1) *Rehabilitative Therapy*: Physical therapy, occupational therapy, speech/language therapy, oral motor/feeding therapy and music therapy. A Bi-Monthly Interdisciplinary Screening Clinic and an Equipment Rental & Loan Bank are included.

(2) *Mental Health Services*: Individual, couple and group counseling for children and adults; play therapy; and sex abuse therapy. A seven-week parent counseling workshop has been developed by the Guild. There is also a monthly parent support group.

(3) *Family Support Services*: Individual, referral service; case management for child/family; computerized information base; and resource library.

(4) *Educational Services*: School-year preschool program for developmentally delayed children aged 3-5, summer preschool program, and summer recreation program (Camp Can Do) for developmentally delayed children aged 6-9.

Resources:
The Guild has an equipment rental and loan bank, a computerized data base of resources (Direction Service), and a resource library.

We have developed our own preschool curriculum for at-risk and mild-moderately handicapped children. We have also developed our own parent counseling workshop materials.

Structure:
Staff members include eight state-licensed pediatric therapists, two qualified mental health professionals, one family resource specialist, one special education teacher with handicapped learner endorsement, one director and four support staff.

The Guild is located at the Oregon State School for the Blind in Salem. The primary service area includes Marion, Polk and Yamhill counties. Linn, Lincoln, Clatsop and Clackamas counties are also served to a lesser degree.

Mid-Valley Children's Guild is a nonprofit, United Way agency. It is Oregon Mental Health certified and is a fixed-point-of-referral pursuant to HB2021. It coordinates closely with physicians, agencies, organizations and school districts involved with at-risk and handicapped children (MR/DD, MORP, Head Start, CSD, etc.).

History:
The Guild was established in April 1982 by area parents and professionals. A satellite site in Polk County was established in the fall of 1988.

Funding:
The budget per year is approximately $250,000. This is provided by fees-for-service including self-pay and third party, contracts for services (teaching research, school districts, etc.), and community support and donations.

Numbers Served:
Over 500 children and families are served through the various programs per year. Therapy includes 200; mental health, 60; family support, 475; and education, 40.

Cost Per Student/Client:
Varies with the program and service but it is the lowest in the state.

Evaluation:
The Guild is meeting a critical community need for children, parents, area agencies, and school districts without direct program funding from federal or state tax dollars. Instead it utilizes family resources and community involvement and support.

Followup:
The Guild maintains close communications with the physician, school district, or others to provide information for treatment, placement, etc. We also often continue to provide progress assessments/consultations.

Follow-through for services not available at the Guild is handled by Direction Service which coordinates placements, services, etc., as the child matures and needs change.

CHILD DEVELOPMENT PROGRAM

Emanuel Hospital & Health Center
2801 N Gantenbein Avenue
Portland, OR 97227

Contact(s):
Suzanne Nelson, RN, MN
Manager Ambulatory Pediatrics
Telephone 280-4505

Clientele:
Children from birth through adolescence with handicapping or potentially handicapping conditions and/or developmental delays — including high risk neonates — are served in the program.

Strategies:
The program offers evaluation, treatment, case management, and coordination with community agencies and resources.

Description:
Services are provided by a multidisciplinary team consisting of a developmental pediatrician, clinical psychologist, occupational therapist and physical therapist, speech pathologist, pediatric nurse practitioner and social worker.

The High Risk Follow-Up Clinic is a referral clinic for premature and high risk infants from the Emanual nurseries.

Methods:
Patients are evaluated in the two subset programs on specific days of the week when team members meet. After evaluation, the team discusses each case and then recommends services — either at Emanuel or in the community.

Resources:
The resources of Emanuel Hospital & Health Center and other community agencies are utilized.

Structure:
The program is staffed with a half-time medical director, clinical psychologist, speech pathologist, occupational and physical therapist, medical social worker and pediatric nurse practitioner.

The Child Development Program is located at and sponsored by Emanuel Hospital & Health Center. It is linked to the Healthlink system of hospitals and agencies as well as CSD, schools, private physicians and various community agencies.

History:
The program has been in operation since approximately 1980.

Funding:
Provided by Emanuel Hospital & Health Center.

Numbers Served:
Approximately 250 children are served each month for evaluation and therapy visits.

Cost Per Student/Client:
Variable.

Evaluation:
Information not furnished.

Followup:
After diagnosis, children are provided with a treatment plan and recommendations for followup care from their primary care provider and/or community-referring agencies.

GRANDE RONDE CHILD CENTER

902 "D" Avenue
La Grande, OR 97850

Contact(s):
Cynthia Stenard
Telephone 963-8666

Clientele:
The target population for this program includes children aged 3-12 years who are certified as severely emotionally disturbed.

The children must also have a family or permanent resource available to work with the program and they cannot be psychotic or cognitively impaired to a degree that would limit their participation.

Strategies:
The overall objective is to provide intensive treatment services for these children and their families.

These services include family, individual, and group counseling; parent training classes; education; day and residential treatment; milieu therapy; and a systems theory of treatment in a community-based environment.

The Center complies with Department of Mental Health standards.

Description:
Children are most frequently referred by CSD or the public schools, but referrals are welcomed from any source.

A comprehensive assessment is completed on the child and family. A treatment plan is then developed by a team including a psychiatrist.

Therapy includes family sessions and sessions designed to improve and/or develop self-esteem, relationships with peers and adults, social skills, academic skills and self-care skills. Recreation therapy is included.

Many children commute to day treatment; some also reside in the building for 24-hour residential treatment.

Children are transitioned to public schools as soon as they are able to achieve a degree of success in the classroom.

Methods:
The Center utilizes counseling, peer groups, supervised recreation, art therapy, structured daily programs, individualized academic programs and physical activities.

Children are exposed to a large variety of experiences in a controlled environment in an effort to provide positive reinforcement.

Resources:
Information not furnished.

Structure:
Staff members are trained in counseling, education and psychology. They must also exhibit an ability to work as part of a team and be able to form relationships with both children and adults.

The Grande Ronde Child Center is located in Eastern Oregon. It is a private nonprofit organization and is a member of the Oregon Association of Treatment Centers.

History:
A need for intensive treatment services for emotionally handicapped children and their families in the Eastern Oregon area was assessed in the early 1970s.

As a result, Grande Ronde Child Center was incorporated in 1973 as a private nonprofit organization.

The program was designed to provide intensive services to ten children (ten day treatment; five residential).

The Center has provided continuous service to the children and their families since that time.

Funding:
Funding is provided by CSD, donations and the Department of Education.

Numbers Served:
10-15 per year.

Cost Per Student/Client:
Day treatment costs $60 per day; residential treatment costs $70 per day.

Evaluation:
Information not furnished.

Followup:
After children are returned to their homes and local schools, some require continued support. Some are also sent to more restrictive/secure programs.

2 EARLY CHILDHOOD EDUCATION/SUPPORT

The early years of a child's life form the foundation for all areas of development: social, emotional, intellectual, and physical. When young children have positive social experiences they are more likely to grow up well adjusted, able to function productively for themselves and others. Safe, healthy environments for young children enhance their physical well-being and foster development of good health habits for the rest of their lives. Young children who are stimulated intellectually with a variety of materials and rich language are more likely to experience success in intellectual pursuits as they get older. Children who experience warm nurturing environments grow to have confidence in themselves and respect for others.

Research confirms and common sense tells us that preventing problems is more cost-effective than remediating them. Individuals and society as a whole pay for neglect in a child's early years of life in the form of human suffering as well as the costs of welfare, adult and family services, and the court system.

Prekindergarten and family support programs have been shown to be especially effective in preventing problems. One of the best studies illustrating the potential of preschool programs is the Perry Preschool Project conducted in Ypsilanti, Michigan. The study followed 123 economically disadvantaged children from preschool through age 19. Children involved in the project were compared with children from similar backgrounds who did not attend a preschool program. Children who attended the preschool program:

- Scored higher on reading, arithmetic, and language achievement tests at all grade levels. In fact, by the age of 15 these children tested the equivalent of more than one full grade above the companion group.
- Were less often placed in special education classes.
- Displayed less antisocial or delinquent behavior in or outside of school.
- Were more likely to be gainfully employed.
- Were more often graduated from high school.

5

For more information, contact:
Randy Hitz
Early Education/Kindergarten
Oregon Department of Education
Telephone 373-1484

SPECIAL FRIENDS

Josephine County Mental Health Program
714 NW "A" Street
Grants Pass, OR 97526

Contact(s):
Tom Drummond
Telephone 474-5365

Clientele:
Students in kindergarten to second grade are selected for Special Friends, based on screening with the Teacher-Child Rating Scale (T-CRS) indicating they are at risk of academic failure due to acting out, shy/withdrawn behavior or special learning problems.

Strategies:
Trained volunteer Special Friends meet weekly with their individual students for 30 to 45 minute sessions of active listening, nondirective play and self-esteem building. The goal is to develop healthy social, emotional and academic growth of young at-risk students before they develop a history of frustration and failure at school.

Description:
Referrals are made by classroom teachers, parents and other youth agency staff. Student selection and matching with volunteers is based on the at-risk status on the T-CRS.

Pretraining and ongoing consultation/training meetings are provided for Special Friends at each site. A Special Friends Room is also developed at each school with comfortable child furnishings, sand trays, dollhouses, games, art supplies and other play materials.

Methods:
Based on their natural skills and training in nondirective play interactions, individual Special Friends develop positive, powerful relationships with their students. During weekly sessions, the friends encourage their vulnerable young students to lead play interactions, thereby fostering self-confidence and self-esteem. They also provide support, healthy modeling and active listening.

Resources:
Descriptive handouts and program materials are available and are being developed. Visitors at school sites who are interested in developing their own Special Friends programs are welcome. A fall Special Friends orientation training for interested school districts and Mental Health Programs is being considered.

A thorough manual and program videotapes of the California Primary Intervention Program are available from Deborah Johnson, Primary Intervention Program, California Department of Mental Health, 1600 - 9th St., Sacramento, CA 95814. Her telephone number is (916) 323-9581.

Structure:
Staffing is provided by a Program Coordinator (4-6 hours per week), Mental Health Consultants (2 hours per site per week), and Site Coordinators (4 hours per week by volunteer school staff members).

Special Friends is located at eight elementary schools in Josephine County and four Head Start centers.

The sponsoring agency is Josephine County Mental Health Program and primary linkages are with Josephine County and Grants Pass school districts and Josephine County Head Start.

History:
The Special Friends program was successfully piloted at Redwood Elementary School in the spring of 1987. During the 1987-88 school year it was expanded to additional schools and Head Start centers.

The Special Friends model was developed at the University of Rochester over 20 years ago. There are statewide model programs in both California and Washington.

Funding:
Fred Meyer Charitable Trust contributes $28,000; Josephine County Mental Health Program, $4,500.

Numbers Served:
100.

Cost Per Student/Client:
$325 per student.

Evaluation:
Special Friends has been extensively evaluated by Primary Mental Health Program staff at the University of Rochester and by both the California and Washington State Mental Health Divisions. At-risk Special Friend students demonstrate significantly better academic and behavioral growth compared to similar students not in the program.

Followup:
Informal ways of maintaining contact between Special Friends and their students are being developed — such as a monthly "lunch bunch" gathering. Student progress and potential needs for additional services are monitored through ongoing Special Friends meetings.

ELEMENTARY COUNSELING AND CHILD DEVELOPMENT PROJECT

The Youthworks, Inc.
1032 W Main Street
Ashland, OR 97501

Contact(s):
Craig A. Christiansen
Telephone 779-2390

Clientele:
This program provides services to elementary school children aged 5-12 who are in need of intervention to change behaviors that place them at risk of not completing their education — children who are either seriously emotionally disturbed or who exhibit severe and persistent behavior and emotional problems.

Strategies:
Following identification, regularly scheduled mental health outreach services are provided for youth and families on school campuses and at a central facility.

The primary goal is to maintain the child in his or her home setting and provide parent training and other collaborative services. The program also provides consultation, training and support for school staff.

Description:
Youthworks utilizes a behavioral assessment developed by school and agency staff.

The students are referred by teachers, counselors, principals, parents and other agency staff.

Methods:
The program provides individual, group and family counseling. Age specific intervention strategies such as play and art therapy, role playing, etc., are also utilized.

Parents participate in the counseling process in 98 percent of the cases referred to the Youthworks program. They receive instruction in system and brief intervention strategies.

Resources:
Youthworks uses play and art therapy materials costing approximately $25 each, and literature/books costing $100 for a total resource cost of $150.

Structure:
Youthworks looks for the ability to effectively communicate with parents, children, school staffs and school administrators in its key staff.

It is located at Jackson Elementary School in Medford and Rogue River Elementary School in Rogue River.

Youthworks, Inc. — the sponsoring agency — is linked to the Jackson County SRI Planning Team.

History:
The Elementary Counseling and Child Development Project is a recent product of the combined efforts of the Jackson County SRI planning process and Youthworks expertise in designing effective programs for at-risk youth.

Funding:
Funding is provided entirely by SRI.

Numbers Served:
150 youth per year.

Cost Per Student/Client:
$153.33 per client.

Evaluation:
Youthworks will not complete evaluation until the end of the project year, but early feedback indicates a significant number of children are exhibiting observable positive behavioral change.

Followup:
Youthworks will continue to provide counseling services in the absence of SRI funding through contracts with school districts for ongoing specialized services.

CHILD DEVELOPMENT SPECIALIST
ROSEBURG SCHOOL DISTRICT

Eastwood School
2550 Waldon Avenue
Roseburg, OR 97470

Contact(s):
Barbara A. O'Neill, Ph.D.
Dennis Acton, Director
Elementary Education
Telephone 440-4179 or 440-4010

Clientele:
Elementary school children enrolled in grades K-6 including mainstream students, learning disabled and emotionally handicapped. All children at each CDS school receive services, particularly through weekly classes.

Strategies:
The major part of each Child Development Specialist's job is to implement a preventative approach to guidance through the affective education program and parenting component. Intervention is accomplished through both counseling and agency referral.

Description:
A CDS is assigned to each of nine elementary schools in the district. Teaching weekly affective education classes to all students takes approximately 60 percent of each specialist's time.

The remaining 40 percent of the job includes parenting classes, parent conferencing, group and individual counseling, coordination of the Student Services Team, teacher inservices, and interagency referrals and consultations.

Self-referrals, parent and/or teacher referrals provide the selection of clients.

Methods:
All students participate in the classroom lessons. Topics taught include self-concept enhancement, communication skills, relationship builders, problem solving, personal safety, peer refusal and conflict management.

Counseling activities include divorce and/or loss groups, self-esteem groups, cognitive restructuring activities, and friendship and relationship groups.

An extensive array of additional services are also provided at each school depending on site needs. These include coordination of "Lightspeed Clubs" for substance abuse prevention, advising student councils, helping with developmental assessment, and assisting with other school activities that enhance self-esteem and the school climate.

Resources:
An extensive curriculum has been developed by the district's specialists. Material has been developed at sites and collected from published sources.

A copy of the curriculum is available for short-term loans.

Structure:
There is one full-time CDS per elementary school with coordination and administrative support provided by the Roseburg School District and the Oregon Department of Education

Linkages exist with CSD; Mental Health; and service agencies such as 4-H, Scouting, Al-A-Teen, and the Juvenile Services Commission.

History:
The Oregon State Legislature enacted the CDS program in 1973. Currently there are approximately 150 specialists in the state, serving 220 schools.

Over 73,000 students are served statewide in the program. Some CDS are employed through school districts; others through an educational service district or through a consortium.

Funding:
The Department of Education contributes to each program, depending on the length of the particular program. New sites receive more funding to off-set initial costs. All sites receive at least $1,000 per year.

Numbers Served:
In Roseburg, all students registered at each elementary school receive services.

Cost Per Student/Client:
Dependent upon salary schedule of CDS and number of students per school.

Evaluation:
The CDS program is a cost-effective, efficient system for impacting all elementary students within the school. The weekly affective education lessons can be an innovative way to prevent potential difficulties associated with maturation, substance abuse, personal safety and normal childhood development.

Followup:
Information not furnished.

Similar Programs Available:
A Child Development Specialist program is also provided at the Damascus Middle School for middle school students aged 10-14 who are experiencing social, emotional or academic problems.

This preventative program is designed to foster positive self-images, develop decision-making skills, and design strategies to enable each student to reach his/her potential for success.

For additional information, contact:
Sherrie Barger
Damascus Middle School
14151 SW 242nd Avenue
Boring, OR 97009
658-3171

CHILD DEVELOPMENT SPECIALIST

Portland Public Schools
Student Services Department
531 SE 14th
Portland, OR 97214

Contact(s):

Carolyn Sheldon
Assistant Director
Student Services Department

Roselyn Taylor
Susan Isaacs
CDS Program Coordinators
Telephone 280-5790

Clientele:

This is a preventative guidance program for children in kindergarten through fifth grade.

The Child Development Specialist (CDS) provides a purposeful, continuous, coordinated program to promote student achievement, to help students understand themselves and their relationships with others, and to acquire the ability to make decisions that will contribute to productive and enriched living.

Strategies:

The objective of each CDS is to provide leadership for coordinating the guidance education program in the elementary school by offering classroom guidance activities for all children in the school, as well as group and individual counseling, and parent education programs.

Description:

Typically, the CDS spends from 65-70 percent of their time providing direct services to students with the main emphasis on prevention and skill building.

Classroom guidance activities are planned to develop positive self-esteem, decision-making skills, understanding of self and others, and effective ways of communicating ideas and feelings. Teachers share the responsibility for planning and presenting these classroom activities.

In addition, identified students participate in counseling groups designed to foster more growth in self-esteem and social skills. Children may be referred by parents, teachers, other staff, or through self-referral.

The CDS spends approximately 15 percent of the time providing services to parents through consultation, education classes, and positive family experiences within school settings.

The CDS also plans with and is available for consultation with teachers and serves as a referral resource for community agencies.

Methods:

The CDS, principal and school staff plan together to identify priorities for individual schools. District-wide areas of concern such as child abuse, drug awareness and changing social concerns (i.e., the impact of divorce and problems of blended families) are also identified.

Needs assessments and screening measures help identify the long- and short-term counseling needs of students. Short-term goals may focus on specifics, such as decision making, study skills, divorce or assertiveness training. Long-term groups may focus on social-emotional issues such as personal relationships, building self-esteem and developing communication skills.

Counseling group activities support the educational theory that children will do better academically if they feel good about themselves.

Resources:

A vast collection of guidance and counseling materials are utilized. Units have been developed by the Portland CDS program to address issues on alcohol and drug awareness, personal safety and sexual abuse, divorce, death and dying, gang awareness, home-school communication, and guidance activities.

Commercially prepared materials are used as well as puppets, arts and crafts, games and other instructional materials.

(continued next page)

Structure:

CDS have a Master's degree with an emphasis on counseling (including a requirement of extensive experience in working with children and parents, as well as familiarity with the school setting and educational goals).

Coordination for the districtwide program is provided by the Student Services Department of the sponsoring agency, the Portland Public Schools. Each Child Development Specialist serves one elementary building, with approximately one CDS for 350-500 students.

CDS serve as a referral source for a variety of community agencies such as CSD, Juvenile Court, Parry Center, Youth Service Centers and The Morrison Center.

History:

CDS programs were implemented in Oregon in 1973 in response to state legislation to provide preventative guidance and counseling services to young children. Portland's program is continually expanding. All Portland elementary buildings will have a CDS program by the 1990-91 school year; 55 elementary programs are in place for the 1988-89 school year.

Funding:

Portland Public School general budget funds support the program with additional financial support provided by the Oregon Department of Education.

Numbers Served:

22,522 students in 55 schools.

Cost Per Student/Client:

None for Portland students and their families.

Evaluation:

An annual guidance and counseling plan of activities for each school is written by the CDS and building principal. A mid-year review and year-end summary of the program is also submitted to the Department of Education.

Successful programs have included classroom guidance activities on building self-esteem, problem solving, multicultural education, alcohol and drug education, personal safety, and refusal skills training.

Groups geared toward meeting individual student needs — developing communication and social skills by providing a positive, supporting and caring environment — are also successful.

Building-wide programs to promote a positive school climate, improve attendance or behavior (such as self-managers or conflict managers) are also popular.

CDS need to plan for a balance of prevention activities and intervention strategies to meet the needs of students in individual buildings.

Followup:

CDS work and plan together with other CDS, counselors, and district personnel to followup on students. CDS and middle school counselors help ease the transition for fifth grade students graduating to sixth grade.

Other Similar Programs:

Damascus Middle School in Boring, Oregon, also has a Child Development Specialist serving middle school students, aged 10-14, who are experiencing social, emotional or academic problems.

This is primarily a preventative program designed to foster positive self-images, develop decision-making skills, and implement strategies to enable each student to reach his/her potential for success.

For further information, contact:
Sherrie Barger
Damascus Middle School
14151 SW 242 Avenue
Boring, OR 97009
658-3171

EARLY CHILDHOOD EDUCATION IN THE PORTLAND PUBLIC SCHOOLS

Portland Public Schools
Curriculum Development & Services Center
3830 SE 14th Avenue
Portland, OR 97202

Contact(s):

Rebecca Severeide
ECE Specialist
Telephone 280-6196 or 249-2000, Ext. 269

Clientele:

Early Childhood Education is currently defined as programs and services for children age 4-5. Four-year-old programs are referred to as prekindergarten (Pre-k), and five-year-old programs are called kindergarten (K). Pre-k children generally attend half days; kindergarten programs can be either half or full day.

Strategies:

In the belief that quality early child programs contribute to children's long-term success in school, the district supports both educational programs and an array of related services which supplement, enrich and extend young children's educational experiences.

Special programs provide assistance to low-income children with low levels of language development and achievement; offer early education experience to populations historically at risk of school failure; provide assistance for children identified as developmentally immature by tests and examiner judgement; furnish an eclectic preschool experience for children who have potential educational disadvantages; encourage racial integration in predominantly minority neighborhood schools by attracting majority children from other parts of the city to model programs; provide, in the instance of Head Start, comprehensive services to children and families who are economically disadvantaged; and, in the case of the Partial Spanish Immersion Project, provide an early opportunity to become bilingual and more aware and accepting of other cultures.

Description:

A summary description of current programs, services, enrollment, and third grade achievement data is available in a Portland Public School District publication entitled *Early Childhood Education in the Portland Public Schools*, published in March 1988.

A 1986-87 evaluation report on the *Montessori/Piaget Early Childhood Programs* in Portland Public Schools was also published in March 1988.

Methods:

Program improvement and the impetus for program development are often initiated at the cluster level (the Portland area is divided into clusters). The Curriculum Department typically plays an integral support role through consultation, planning support and specialized curriculum development. Effective cluster/curriculum collaboration has had a positive impact on early childhood education in the 1980s. In 1986, the Board of Education approved a pilot of two alternative educational programs for four- and five-year-olds in southeast Portland. One was an Integrated Piaget program and the other a Modified Montessori program. During 1987-88, a Partial Spanish Immersion Project was piloted at Ainsworth School, and in the fall of 1988, an Innovative Early Childhood Center was implemented at Ball School.

On a district-wide basis, the Department of Student Services supports an array of programs and schools for handicapped students. In addition to educational programs, a variety of support services contribute to the early childhood experience, such as Early Entry, School Age Child Care, and Child Development Specialist (CDS) services. The district also contributes to community efforts on behalf of young children, e.g., the community-wide Development Screening of Three-Year-Olds conducted during the annual Children's Learning Fair.

Methods:

Methods vary from program to program, but in almost all instances an eclectic, materially-rich environment typical of traditional early childhood programs characterizes the classroom program.

It is worth noting that an increasing body of research suggests early learning unfolds in developmental stages and that the process can be optimized if practice corresponds to stages of development. In general, these stages require children to interact directly with their environment rather than concentrate on the abstractions that characterize later learning. These theories call for a process-oriented rather than a knowledge-based curriculum. A central focus uses play as a learning strategy. The content of early childhood curriculum is designed to be personally meaningful to children.

This "developmental perspective" has a growing, grass-roots support among Portland Public School teachers. Developmentally appropriate curriculum and instructional approaches call for an integration in four areas: cognitive stimulation, academic development, social development and physical development.

Resources:

Special resources for various programs include consulting teachers; part-time support personnel; and the services of speech/language pathologists, family service coordinators, psychologists, and a variety of health services.

Head Start utilizes Federal Head Start guidelines to help teachers and administrators develop curriculum. Occasional consultations with staff from the Montessori Education Center of Oregon are provided to assist teachers in the Montessori model program.

Gift of Time, outlining components of the Better Beginnings Model, was published in June 1987 by the Cleveland Cluster.

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Structure:

Staffing varies from program to program. All programs are located at district elementary schools. Portland Public Schools is the sponsoring agency. Linkages are listed under the **Methods** heading.

History:

Early childhood programs in the district began with free public half-day kindergarten classes for five-year-olds in 1902. In the 1960s, the district implemented the federally-supported Head Start program which provides comprehensive education and health services to four-year-olds and their families. Early Childhood Education Centers (ECECs) serving Pre-K children for a half day and providing full-day kindergarten experience for five-year-olds were inaugurated during the 1970s as part of the district's Comprehensive Desegregation Plan.

During the past ten years, a variety of school supported programs have been implemented in neighborhood schools to better meet perceived needs of young children. One example is the transitional programs which focus on increased preparation for entry into kindergarten and first grade. Other efforts emphasize changing curricular and instructional approaches used in current kindergarten and first grade classrooms.

Funding:

Programs are funded primarily by the Portland Public School District. Head Start is also federally supported.

Numbers Served:

The district total as of October 1987 for early childhood enrollment was 6,100. Regular Pre-k served 964 children; Chapter 1 Pre-k served 120; Head Start served 305; regular kindergarten was provided for 4,347 children; Early Childhood Education Special Services were provided for 248 children; and Developmental Kindergarten (DK) served 116 children.

In addition, a number of children are served in Special Education/Regional School Programs and Services for children with special needs such as autism, delayed development, chronic illness, deaf and special needs, developmental kindergartens, early entry, emotional disturbances, hearing impaired, multiple handicapped preschool, orthopedically impaired, parent-child support, speech and language pathology, school-age child care and visual impairment. Some of these children are also counted in regular enrollment figures.

Evaluation and Followup:

The Department of Research and Evaluation analyzed the third grade Portland Achievement Levels Test (PALT) data for two student groups who participated in the district Head Start or Early Childhood Education Center programs and compared it with that of third graders district-wide. This data indicate that children who participated in the programs entered third grade at an achievement level slightly below that of the third-grade district average, but that the groups' fall-to-spring achievement growth equalled that of third graders district-wide.

This information should be interpreted with caution because it does not fully measure all intended effects of early childhood programs, which are centered around the individual child's growth within a group setting.

EXTENDED DAY PROGRAM

Lincoln County School District
PO Box 1110
Newport, OR 97365

Contact(s):
Don Lindly
Community Services Coordinator
Telephone 265-9211

Clientele:
The Extended Day Program serves K-5 students with single working parents or couple parents who are unable to provide after school care. The district feels younger children who are in a "self-care" arrangement without adult supervision face the risk of emotional, physical, developmental and behavioral harm.

Students enrolled in the program are typically five- to nine-year-olds. Older students are usually involved in other school activities or are responsible for their own after-school care.

Strategies:
The primary goal of the program is to address the critical need for quality after-school child care by providing educational, recreational and social opportunities for these children at local neighborhood schools in a safe, caring environment during after-school hours.

Description:
The program provides after-school care at six Lincoln County schools for an affordable hourly fee. Beginning and ending times vary slightly between schools, but the service is basically available Monday through Friday when school is in session and during the summer months at selected sites.

All extended day sites are CSD certified with the state.

Methods:
No information furnished.

Resources:
Resources consist of an application, a parent handbook, curriculum guidelines and a computer billing system.

Structure:
There are six half-time site supervisors, ten part-time aides, one part-time director, and clerical and bookkeeping staff.

Extended Care is provided at Newport, Lincoln City, Toledo, Siletz and Waldport elementary schools in Lincoln County.

The Lincoln County School District sponsors the program and, according to a recent Department of Education survey, it is the only such program sponsored directly by a public school system.

History:
The program began in 1984.

Funding:
Operational costs in the amount of $59,405 are provided by the Lincoln County School District supported by parent fees. Administrative and facility costs are provided by the General Fund at an estimated $20,000. The child care food program is provided by the state at an estimated cost of $5,000.

Numbers Served:
500 students in 1987-88.

Cost Per Student/Client:
$1.25 per hour.

Evaluation:
There has been positive feedback from parents, students and school staff. Additional resources (scholarships) are needed for those who cannot afford the service.

Followup:
No information provided.

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3 TEEN PARENTS

Pregnancy and/or parenting responsibilities is the number one reason why females drop out of school. While prevention of teenage pregnancy should always be a primary goal, it is critical that a continuum of services exist to support the needs of an adolescent parent and his/her child. The social and economic consequences of not providing these services are considerable. A mother who goes on welfare as a teenager stays on welfare for an average of ten years.

This population is unique in that we are serving two populations: the teen parent and his/her child. Both require services as adolescence rarely prepares one to meet the developmental needs of an infant. Adolescent parents have higher rates of low birth weight babies who are consequently at risk of illness, learning disabilities and failure to thrive.

The stress and responsibility of adolescent parenting also place the adolescent parent at risk of dropping out of school. Several factors contribute to this:

- limited open entry/open exit enrollment options.
- lack of access to subsidized day care.
- lack of specialized support geared to needs.
- large percentage with low basic skills (usually one to two years below grade level).
- dependence on public assistance for living support when parental support is not available.
- lack of understanding of community resources and/or how to access social, mental health or medical services.
- real or perceived feelings of powerlessness as a result of the aforementioned.

Effective programs to deal with adolescent parents should include the following components:

1. ***Outreach*** — In the hospital or at home to provide support, information and referral for community, social, mental health, medical, and return to school services.
2. ***Support*** — Groups to process issues related to parenting, relationships, family issues, chemical dependency issues, self-esteem, and life options.
3. ***School Services*** — District programming that encourages return to school. Basic school based services should include case management; support groups; availability of day care; career exploration; remediation of basic skills; parenting education; and exposure and transition to post-high school training, education and/or employment. Schools should coordinate their services with community agencies to create a school/community service continuum that forges a partnership directed towards student attainment of self sufficiency.
4. ***Parenting Education*** — Promotes development of positive parenting skills as well as provides for early identification of child developmental lags, child abuse or parenting deficits.
5. ***Medical Care*** — Pre-natal and post-delivery services to ensure normal birth and delivery, well-woman, well-child care and immunizations. Family planning services should be included.
6. ***Day Care*** — Adolescent parents cannot return to school or obtain employment without safe, affordable or subsidized day care. It is preferable that it be developmental in focus and offer opportunities for adolescent parents to interact with caregivers to observe positive, appropriate parenting.
7. ***Services to Adolescent Fathers*** — This population must be served in tandem with the adolescent mother. Their needs include all services previously mentioned. In many instances, adolescent fathers need support to stay involved in the life of their child.

   Access to completion of the father's education employment/training and parenting education is important in the development of his self-esteem to enable him to assist in the emotional and financial support of his family. This is important regardless of his level of involvement with the adolescent mother.

For more information, contact:
Mary Bromel
Coordinator, Teen Parent Program
Portland Public Schools
Telephone 280-6469

DESCHUTES COUNTY
CHILD ABUSE PREVENTION PROJECT
(TEEN PARENT COMPONENT)

Deschutes County Mental Health Services
Deschutes County Health Department
409 NE Greenwood
Bend, OR 97701

Contact(s):
Anne Van Dusen, Director, Mental Health Services
Telephone 388-6601

Clientele:
Pregnant and parenting teens residing in Deschutes County.

Strategies:
In providing education and support to pregnant and parenting teens, the program strives to improve parenting competence for program participants; increase the likelihood of participants maintaining involvement in an educational program until a diploma or GED has been earned; and increase participant awareness and utilization of community resources, thereby decreasing parent isolation.

Description:
Referrals are received from various sources including the local medical community, school districts, the WIC program, and other organizations serving the teen population.

The program provides weekly group sessions for both support and instruction; an Outreach Program including weekly telephone calls and home visitations; and individual counseling and guidance from a family therapist and child health nurse as required.

Methods:
Weekly group sessions cover a family life curriculum, with particular emphasis on health and parenting education. They also include activities designed to build self-esteem.

Home visitation by the child health nurse is offered to clients for child health and maternity case management.

The program also provides support and guidance to facilitate the involvement of teens in educational programs. This includes some high school credit offered to eligible teens for participation and regular attendance in the Teen Parent Program.

Resources:
Components of several curriculums are utilized including Footsteps, Birth to Three, and modified Family Life and Health school curriculums. Video tapes from these resources are presented, as well as health education materials from the County Health Department.

The Human Resources Volunteer Program provides drivers for all group sessions and paid, trained child care providers work with the children during group sessions.

Structure:
There is one part-time family therapist, one part-time child health nurse, one part-time volunteer and support services coordinator, and in-kind clerical support from sponsoring agencies. All staff are very dedicated individuals with a sincere, caring approach.

The program is located at the Deschutes County Health and Mental Health departments, which also provide sponsorship.

Linkages are provided to the Bend/La Pine School District and the Redmond School District.

History:
The program was originally one of two groups begun with funding from a child abuse prevention grant. It initially included not only teens, but other high-risk parents as well.

The program now serves teens exclusively with a more formalized education component, but will expand to other high-risk groups next year.

Funding:
Grants are provided by the following sources: Oregon Community Foundation, Fred Meyer Charitable Trust, Oregon Student Retention Initiative and local private businesses.

Numbers Served:
Approximately 50 teenagers annually.

Cost Per Student/Client:
Approximately $500.

Evaluation:
At present the program collects client profile data and tracks group attendance, school enrollment and completion dates.

The development of a more extensive evaluation format is currently in progress and will include pre-post testing of parental attachment to the infant, and knowledge of child development issues and the range of the support system.

Followup:
Many participants terminate as they reach a state of readiness to pursue the life goals they formulated while participating in the program.

Some continued contact is maintained through outreach (occasional visits and telephone calls).

Community resources are being explored for the development of a transitional support group for participants. We also plan to write proposals for more long-range followup.

BIRTH TO THREE and BIRTH TO THREE FOR TEENAGED PARENTS

3411-1 Willamette
Eugene, OR 97405

Contact(s):

Minalee Saks, Executive Director
Birth to Three
Betty Kellow
Ellen Hymen
Birth to Three for Teenaged Parents
Telephone 484-4401

Clientele:

Birth to Three is open to all Lane County families with children from birth to three years of age. Special programs include Make Parenting a Pleasure for parents under high levels of stress; Birth to Three for Teenaged Parents for pregnant, parenting adolescents up through age 21 in Eugene, Springfield and outlying areas as possible; and a Toddler Program series for parents of toddlers.

Strategies:

Primary goal is to promote positive parenting by helping to strengthen families. Addresses problems related to child abuse and neglect — including deficits in parenting skills and self-esteem, feelings of isolation, and misperceptions that potentially abusive parents hold about children and parenting. Positive parenting is promoted by helping parents form a human network; by providing opportunities for early identification of potential problems; by linking families with community services for more intensive care before problems become acute; and by helping prevent child abuse and neglect.

Teenaged parents are encouraged to complete education and skill building and to become educated on unwanted pregnancy prevention.

Description:

Neighborhood-based parent support groups discuss concerns, ideas, problems and disseminate information. Peer telephone counseling and/or referrals to appropriate resources on "warm lines"; a detailed, informative bi-monthly newsletter; regular community educational events; informational posters on community resources at place of birth; and a volunteer program of over 150 volunteers who act as group initiators and facilitators and plan community functions are utilized in the programs.

Methods:

The group initiators and facilitators who are trained to begin and lead parent support groups are supervised by staff. Volunteer committees, in which members participate, plan community educational events, fundraising, publicity, and other sustaining functions.

Birth to Three for Teenaged Parents promotes peer support through group meetings with relevant speakers, discussions and information sharing; outreach by telephone and home visits; crisis intervention; Teen Parent Panels in school classrooms; and informal counseling.

Assistance with basic needs (i.e., baby equipment) also provided. Young parents are referred by Boys & Girls Aid, WIC, school teachers and counselors, medical professionals, Community Health Department, CSD, AFS, word-of-mouth from other teen parents, etc.

Available Resources:

Books and manuals include: *Birth to Three*, $8.95; *Educational Material for New Parents*, $4.95; newsletter subscription, $15 per year; *Fundraising for Non-Profits*, $20; soon-to-be-published manuals on Volunteer Program, Toddler Program, Teen Program, How to Produce a Newsletter, and High Stress Parenting Class. Write for information.

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The Teenaged Parent program utilizes the Make Parenting a Pleasure curriculum; *Parentmaking: A Practical Handbook for Teaching Parenting Classes about Babies and Toddlers* by Rothenberg, Hitchcock, Harrison & Graham; and speakers from the community on resources (i.e., Legal Aid, Planned Parenthood, Family Planning, AFS, and professionals on substance abuse, anger management, child development, discipline, sexual abuse, etc.).

Structure:

Birth to Three staff works part time with a total 6.4 FTE equivalent. Trained in education counseling, social work, early childhood development, teaching and psychology. Program utilizes 150 trained volunteers who donate 1,500 service hours per month.

The Teenaged Parent staff is professionally trained at the master's degree level.

Meetings are held at the Birth to Three office, support groups are in parent homes, and teenage groups are in high school locations and churches. Parenting groups are also held at the Eugene Family YMCA and some local schools.

The sponsoring agency is BIRTH TO THREE.

The organization actively works with over 45 community agencies including those with family and mental health professionals, the Eugene Family YMCA on Making Parenting a Pleasure, and the Springfield and Eugene school districts.

History:

The Birth to Three program was founded in 1978 as a result of carefully researched and documented need. Birth to Three for Teenaged Parents began in Springfield in 1983 with one group as a joint project with a hospital. It now operates separately but collaboratively. It began work with Eugene School District alternative high school in 1986. It started the Teen Parent Panel in school classes in 1987.

Funding:

Secured from a variety of sources including foundations, private donors, state grants, community fundraisers, service club donations, membership fees from local school districts, and county service district funds.

The Teenaged Parent program receives funds from the Joint Social Services Fund, Eugene School District 4J, Juvenile Services Commission, and foundation donations.

Numbers Served:

780 families per year; 120 teen parents per year; and 11,000 parents receive peer counseling, information and referrals on the "warm line."

Cost Per Student/Client:

$220 per year average across for all services. $652 per person per year for the Teenaged Parent program.

Evaluation:

Recent questionnaire indicates 100 percent of parents participating in Birth to Three would recommend the program to other parents. They particularly appreciate the support, information, meeting other parents and access to community resources.

The Teenaged Parent program has found small groups and small group activities, with babies allowed or child care provided, to be most effective — without didactic instruction. They have found it more difficult to involve fathers.

Followup:

A number of Birth to Three groups have now met for as long as ten years. Ninety-five percent of Birth to Three group facilitators are volunteers who started with the program.

Teenaged Parent program clients are referred to various Birth to Three programs upon completion of the teen program.

TEEN PARENT PROGRAM

1355 Buff Street
Madras, OR 97741

Contact(s):
Darrell Wright
Lisbet Hornung
Telephone 475-6192

Clientele:
Pregnant or parenting teens of school age who often drop out of school and therefore do not receive basic skills education. These teens also often possess poor parenting skills and low self-esteem.

Strategies:
TPP addresses the above, but students must be enrolled and attending school to benefit from the program.

The goal is to enable students to become more assertive and ready to help themselves through the TPP support system. Work toward graduation is the ultimate objective.

Description:
Clients are referred through the school nurse, counselors, local agencies or by self-referrals. Any pregnant or parenting teen, male or female, is eligible.

The program is spearheaded by one person called the Outreach Education Coordinator who teaches parenting and support classes to the students.

Methods:
Parenting and support classes meet weekly. A pre/post-natal course given through the health department, and a jobs skills training course through COIC are also required for all TPP participants. High school credit is received for these courses.

Teen parents must attend school (regular/AE/tutored) and the TPP coordinator is available for individual or family counseling, homework assistance, agency contacts, and any other service needed to promote education, birth control, and the welfare and safety of the pregnant teens and their infants.

Resources:
Jefferson County ESD and 509-J schools have a wide selection of materials available to TPP for use in the parenting and support classes. OSU extension service provides the "Footsteps" parenting curriculum and Jefferson County Health provides all pre/post-natal curriculum as an in-kind contribution. The approximate cost is $2,807.

Structure:
The Outreach Education Coordinator is a trained teacher. Office space for the program is provided by the Jefferson County Health Department.

Clients are at the local high school or AE (Warm Springs) so "desk space" is borrowed at Madras Senior High School four times weekly.

The sponsoring agency is Jefferson County ESD. Linkages are provided to OSU Extension Service, COIC, Jefferson County Health Department, and Jefferson County ESD.

History:
The first year program includes program research; program development by Maureen McGory; program implementation by Lisbet Hornung; and management team supervision by Darrell Wright, Linda Allen, Theresa Hogue and Guy Crawford.

Funding:
Funding is provided by the Student Retention Initiative Grant — Part E and D.

(continued next page)

Numbers Served:
19.

Cost Per Student/Client:
Information not furnished.

Evaluation:
The dropout rate in Jefferson County is 45 percent. The pregnancy rate is 22 percent. TPP classes and coordinator contacts with students and families have retained and visibly helped 14 of the 19 students served in a variety of ways (ultimately with graduation).

Positive results have been apparent in improved attitudes toward school, improved self-esteem and agency networking. The least successful part of the program has been in Native American retention. Steps are being taken to improve this situation. Class scheduling and space availability are also in need of improvement.

Followup:
If a student leaves the program to enroll in a GED program or just drops out by virtue of poor attendance, contacts with student, school counselors, teachers and family are extensive. The option to reenroll in school and thus in TPP is left open and encouraged.

However, since students traditionally receive no credit for the program (two weeks of school work), the coordinator's efforts are centered around semester, nine week breaks as far as reenrolling and recruiting students.

Other Similar Programs:
Insights Teen Parent Program, located in Portland, is for pregnant or parenting mothers 19 and under plus their families — including young fathers of any age.

It provides ongoing support through counseling, outreach, advocacy, and followup services — as well as assistance with crisis situations that arise.

The basic purpose is to support and empower young parents or expectant parents to see themselves and their children as worthwhile, unique and able to handle situations in their lives.

For further information, contact:
John Lass
Insights Teen Parent Program
1811 NE 39th
Portland, OR 97212
Telephone 281-5366

SALEM TEEN PARENT PROGRAM

YWCA
768 State Street
Salem, OR 97301

Contact(s):
Sylvia Loftus
Telephone 581-9922

Clientele:
Clientele includes all pregnant and parenting teens, both male and female, who reside in Marion County and who lack a high school diploma or need further job skills training. On-site child care is also provided for children of teen parents.

Strategies:
The main goal is to prepare pregnant and parenting teens to be self-sufficient — economically and socially — and to provide them with parenting skills so that child abuse and neglect are prevented.

The program offers education; group, individual and family counseling; parenting and child development classes; and employment, health and child care services.

Description:
This comprehensive program seeks to eliminate barriers to client participation. Multi-level interventions are aimed at early identification and prevention of child abuse and neglect, prevention of repeat pregnancies, educational attainment, psychosocial counseling, and programwide support of self-esteem enhancing activities.

Methods:
Counseling, peer group work, employment counseling, junior and senior high school education, parenting and child development classes, health services, and child care are all provided.

Employment and Young Fathers' components aim to promote employability and long-term job placement, as well as responsible parenting. On-site child care enables teens to participate.

All staff are required to participate in weekly interdisciplinary intake and review meetings where all clients are reviewed quarterly.

Resources:
The program draws from all disciplines for curriculum materials and develops its own materials when needed.

Structure:
Including school district personnel and infant center caregivers, there are 34 staff members involved. Professionals are all certified and possess personal characteristics that enable them to individualize all client contact in a positive yet realistic manner.

The program is located at the Salem YWCA in the Carnegie Youth Wing. A branch was opened in Woodburn in July 1988.

The sponsoring and lead agency is the Salem YWCA which coordinates contributions from Salem-Keizer Schools, CSD, Marion County, and the Office of Adolescent Pregnancy and Parenting (HHS), among others.

History:
This program began in 1968 with one in-home tutor and a public health nurse, under the coordination of the YWCA.

Funding:
The 1987-88 annual budget was $410,000.

Numbers Served:
260 pregnant and parenting teen women, 30 male partners, 27 parents of teen parents, and 93 children of teen parents for a total of 410.

Cost Per Student/Client:
$1,000.

Evaluation:
A four-year followup study completed by Portland State in 1984 shows that 91 percent of clients were not on welfare, 87 percent were employed and using a method of family planning to prevent future unwanted pregnancies, and 78 percent had earned a high school diploma or GED.

Followup:
A quarterly followup by mail is performed.

Other Similar Programs:
Insights Teen Parent Program, located in Portland, is for pregnant or parenting mothers 19 and under plus their families — including young fathers of any age.

It provides ongoing support through counseling, outreach, advocacy and followup services — as well as assistance with crisis situations that arise.

The basic purpose is to support and empower young parents or expectant parents to see themselves and their children as worthwhile, unique and able to handle situations in their lives.

For further information, contact:

John Lass
Insights Teen Parent Program
1811 NE 39th
Portland, OR 97212
Telephone 281-5366

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4 JUVENILE JUSTICE

For the past five years the State of Oregon has been experimenting with downsizing the training schools and placing youthful criminal offenders in Community Alternative Programs. Several of these programs require these youth to attend public school and various designs are utilized to integrate them into the local schools.

Some programs use an alternative school on their residential campus; others use contained classrooms. However, programs in rural communities may not be able to access these services for such a small number of eligible youth.

When this is the case, there ***are*** means to successfully mainstream these children while in program. Program staff and school counselors must work together to set limits and parameters firmly and consistently, using immediate consequences for violations. Some consequences may be handled in traditional ways, but more serious patterns of behavior can result in loss of home visits and other privileges. The most serious consequences would be either juvenile detention time or revocation.

Youth must be provided with ***written*** rules and clearly defined expectations. Program staff must visit schools weekly, at a minimum, and tracking sheets must be checked to assure behavior and performance are up to standards. Within residential centers or proctor homes, study hours are mandatory and supervision a must, with an appreciation of the need to develop study skills. Tutorial services should be available to bring youth up to date if placed mid-term or after an absence.

In the proctor model it is important that the provider families be academically oriented and willing to continually track progress.

Most often delinquent youth do have a better than average IQ. They are continually surprised at what they can accomplish when school performance becomes the measure of freedom and acceptance — when virtually all privileges are tied to school progress.

The dismal side to this picture is that, unless the child is unusually motivated he or she will backslide when returned home to a family that does not value education. Where chaos is the rule, a child cannot practice new found skills. Often these families set up insurmountable roadblocks and the youth gives up and drops out. In many homes we see families where mere survival is the paramount concern and education is viewed as an unnecessary frill and an intrusion on the family system.

Our only hope is that a taste of what can be achieved will enable these youth to reach out on their own. Furthermore, we must convince them that education will be accessible at anytime in their lives should they be ready to avail themselves of it.

For more information, contact:
Mavis Chitwood
Program Director
Polk County Youth Program
Telephone 378-0518

MONITOR/MENTOR

101 N Atwater
Monmouth, OR 97361

Contact(s):
Mavis Chitwood, Program Supervisor
Telephone 838-6571

Clientele:
Students aged 12 to 19 on parole or probation.

Strategies:
Confrontive Therapy, progressive consequences, drug testing, behavior identification and responsibility training, Reality Therapy, criminal thinking errors.

Description:
Students are referred by the county. Students diagnosed as psychotic, retarded, or seriously assaultive (physically or sexually) are excluded from the program. There is, however, no limit on the number of felonies a student can have committed; they are still allowed to participate in the program.

Counseling and training work hand in hand toward the planned outcome — a successful school experience with no expulsions, improved grades, and no court referrals.

Methods:
Psychological testing is provided, as well as family, individual, job, and drug and alcohol counseling; foster care or emergency shelter; restitution; community service; and vocational training.

The programs average from two to six months, but are not limited to this. Parents are involved, but when a student begins either program there is a period during which no contact is allowed between the parents and the child.

Monitor/mentor also provides counseling services in crisis situations not covered through other programs; i.e., children who have set fires.

Resources:
Oregon State University graduate students assist in implementing the monitor/mentor. Thestaff also works with VORP, the victim's restitution program.

Structure:
One full-time director, four therapists, one administrative assistant, one half-time clerical worker, and two volunteers provide staffing.

Services are provided in a special program home as well as client homes.

The program is governed by the county juvenile courts of Marion, Polk, and Yamhill counties. It is sponsored by and closely linked to the Polk County Juvenile Department and the Oregon Children's Services Division.

History:
Both programs have been in operation since 1979.

Funding:
The annual cost is $369,836. Funds are provided by both Juvenile Services Commission and Children's Services Division contracts.

Numbers Served:
Monitor serves between 8 and 12 students per year; mentor serves 24; crisis counseling to over 50 outpatients per year.

Cost Per Student/Client:
The cost per student is not available because total program costs include not only student services provided, but also crisis counseling to over 50 outpatients each year.

Evaluation:
The programs have a 78 percent overall success rate. They work with three high schools (Central, Newberg and Sheridan) and have received support and cooperation from all three.

Followup:
If clients return to biological homes, six months of followup is provided. Crisis counseling is available to the youth and their families until the youth is 18.

PROJECT PAYBACK — PRIVATE AND PUBLIC ACCOUNTABILITY FOR YOUTH

Boys & Girls Clubs
Portland Metropolitan Area
9204 SE Harold Street
Portland, OR 97266

Contact(s):
Roy J. Ciappini, Executive Director
Telephone 777-5806

Clientele:
At-risk youth, aged 14-18, referred by the court and from the general population.

Strategies:
The goal of Project Payback is to create an opportunity for youth to earn money by working with a supervised group on projects designed to improve the livability and vitality of the City of Portland and Multnomah County.

Project Payback can be the first step in reclaiming many of these juveniles by helping youth to help themselves.

Description:
The Payback restitution project was developed by the Portland Boys & Girls Club and the Multnomah County Juvenile Department to provide a balanced approach to the rehabilitation of at-risk youth, emphasizing the three equal goals of the Juvenile Justice System — consideration of public protection, youth accountability, and competency building — which in concert also address the needs of juvenile offenders, victims and the community.

Methods:
Youth placed on probation and directed to pay restitution are first expected to participate in "free" community service work. This experience provides the opportunity for the offender to earn entry into the program and also serves as a screening mechanism for the Boys & Girls Club and juvenile court staff to observe work habits and determine appropriateness for participation.

A fund managed by the Boys & Girls Club is maintained to pay youth a minimum wage. Forty percent of income earned is kept by youth; 60 percent is paid directly to the victim.

Resources:
The initial paid work was the Columbia Boulevard Litter Patrol. Additional sites have included Commonwealth Properties trailer parks, Cellular One tower property, City of Portland Water Bureau and treatment plant, St. John's Landfill, etc.

A 16-member Citizens Advisory Committee sets policy, raises funds, and assists in getting work sites and publicity. A 10-member at-large honorary group of community leaders also assists the project as needed.

A special effort is made to recognize accomplishments and completion of restitution by clients. Periodic pizza parties are held. A highlight was an evening as guests of the Trail Blazers sponsored by Cellular One.

Structure:
The Project Director is Vangie Shaw. She is assisted by crew leaders under the supervision of the Boys & Girls Clubs.

The project is located in Multnomah County. It operates out of the Columbia Boys & Girls Club, 7602 N Emerald Street.

It is sponsored by Boys & Girls Club of Portland and is linked to Multnomah County Juvenile Department, Oregon Juvenile Justice Alliance, and United Way of Columbia-Willamette.

History:
The project is a continuation of a Drug & Alcohol Counseling program started in 1986. A job segment was added and a county restitution grant expanded the program to its present capacity.

Funding:
The project is funded by a grant from Multnomah County and United Way.

Salaries for youth are provided by contracts with business, industry, and the governmental departments who provide job sites.

Numbers Served:
The county contracts for 100 youth annually. An additional 200 are served as drop-in clients.

Cost Per Student/Client:
$300.

Evaluation:
The project has gained statewide acceptance and several agencies are using it as a guide, including the YMCA in Clackamas County.

The United Way has also placed a high priority on service to at-risk youngsters and this project has been endorsed for future support.

Prospects for future job sites is good and contacts have been made with the Forest Service, utility companies, and private industries for future contracts.

Initial communication difficulties and payroll and liability problems have been resolved. However, some problems remain.

There is a continuing need for a 12-passenger vehicle and proper equipment and clothing. There have also been cases of drug and alcohol abuse and theft.

The most serious problem to date has been clients not showing up for meetings, appointments and work projects. The provision of bus passes is expected to ease this situation.

(continued next page)

Followup:

All efforts are made to mainstream clients into Boys & Girls Club ongoing programs in a phase called Targeted Outreach, and to strive for improvement in areas that will help in securing regular employment.

Counseling is also provided to clients regarding educational needs, local job training programs, job placement, and other community services.

Other Similar Programs:

Juvenile Restitution Program, provided for Clackamas County youth aged 14-18 who have committed property crimes and need to pay restitution, has been developed by the Clackamas County YMCA.

For further information on this program, contact:
Sheila Manning, Program Director
Brad Avakian, Project Coordinator
Clackamas County YMCA
355 North State
Lake Oswego, OR 97034
Telephone 635-1508

COMMUNICATIONS UNLIMITED
4-H CLUB — JUVENILE JUSTICE FUND

Benton County Extension
2720 NW Polk
Corvallis, OR 97330

Contact(s):

Marian Smith, 4-H Leader
Telephone 752-2909

Tammy Skubinna, 4-H Extension Agent
Telephone 757-6750

Clientele:

This program serves youth with individual needs that existing programs cannot fund. These are needs such as gaining school credits, taking drug treatment and taking SAT tests.

Strategies:

The three main objectives are: (1) to make the community aware of juvenile justice and other youth issues (through the showing of a video tape on juvenile justice); (2) to create a fund for individual youth services; and (3) through an application process to decide on funding for youth.

Description:

Juvenile and school counselors can fill out an application form on behalf of youth with needs. The 4-H youth (through a Board of Directors) vote on the amount of funding that should be given and to whom it should go. The funding goes to a counselor to keep confidentiality.

Methods:

A variety of services are provided through the Juvenile Justice Fund, including drug treatment, GED credits, books for Linn-Benton Community College classes, SAT testing, and other special programs that can help youth.

Resources:

Funding comes from service organizations who see the film (video tape) on juvenile justice, and from foundation grants.

Structure:

Two volunteer leaders head the 4-H club involved. It is located in Benton County and supervised by the Benton County OSU Extension Office. It is linked to the Juvenile Department, Children's Farm Home and the Juvenile Services Commission.

History:

The fund started nearly four years ago.

Funding:

Funding is provided by community service organizations such as Rotary, Kiwanis and others; and by foundations such as Chevron and others.

Numbers Served:

20-25 youth are served through many service organizations.

Cost Per Student/Client:

Varies, with an average of $50 to $100.

Evaluation:

We have found that the fund has afforded organizations an opportunity to help troubled youth in a new way and, at the same time, become more aware of youth needs. The fund has also made 4-H more visible in the community.

Followup:

One youth who just took the SAT test funded by the Juvenile Justice Fund got a scholarship to a college. Other youth have taken classes at LBCC (funded by the club) to gain credits to catch up with their classmates.

CORVALLIS HOUSE

Corvallis House
330 NW 9th Street
Corvallis, OR 97330

Contact(s):
Mike Conzoner
Telephone 757-4144

Clientele:
Male students committed to MacLaren and Hillcrest, the state's juvenile training schools.

Strategies:
Corvallis House uses a multifaceted approach designed to redirect and resocialize delinquent youth toward a positive and productive reentry into society.

Description:
The program is housed in an old fraternity house near the OSU campus. It was founded as a Wilderness Challenge Program.

Corvallis House has its base in the experiential education roots from which it grew.

Methods:
Aside from the wilderness trips which are the core of the experiential approach, Corvallis House provides academic, work/study, independent living, drug and alcohol programs, and group and individual counseling.

Resources:
Information not furnished.

Structure:
There are seven on the Group Life staff: two teachers, a counselor, a director, an assistant director and two cooks.

The sponsoring agency is CSD and the school is located near the OSU campus in Corvallis.

Linkages are with MacLaren, Hillcrest, other work/study camps, state juvenile parole officers, and juvenile departments and courts.

History:
The Wilderness Challenge Program started on the MacLaren School campus in May 1974. It moved to Hillcrest in November 1974 until June of 1980. It moved to the Corvallis location in 1980.

Funding:
State general fund money.

Numbers Served:
25 students.

Cost Per Student/Client:
$1,570 per month.

Evaluation:
The program has resulted in improved self-esteem, and better decision making, anger management, alcohol and drug knowledge, and problem-solving skills.

Followup:
Students leave on parole to homes or foster care placement.

MORRISON CENTER
DRUG & ALCOHOL PROGRAM

8200 NE Sandy Blvd.
Portland, OR 97220

Contact(s):
Betty Barron, Program Director
Brenda Jose, Program Supervisor
Telephone 254-6000

Clientele:
Oregon youth aged 13-19 who have been committed to the juvenile court for criminal offenses, and who have also been assessed to be alcoholic and/or drug addicted.

Strategies:
Strategies employed include group, individual and family counseling; secure Proctor Home placements; Alternative High School on site; a recreation program; Emancipation and Transition Services; Employment Readiness Training and job placement coordination; client tracking; and the Drug & Alcohol Education/12-Step Program.

Description:
This is a co-educational program in which potential clients are referred by juvenile court workers, juvenile correction personnel, and CSD staff. CSD provides the primary funding as a correctional diversion program.

Clients are involved in an educational program appropriate to their level of achievement. Treatment is based on the Alcoholics/Narcotics Anonymous (AA/NA) 12-Step model with services provided by social workers, certified alcohol and drug counselors, family therapists, psychiatrists and psychologists.

The services of these professionals are brought together in a combination of group, individual and family counseling methods.

Methods:
The group process is based on the Positive Peer Culture Model; individual and family counseling is based on the systems theory; drug and alcohol counseling and education is based on the AA/NA 12-Step Program. The disease concept, criminal thinking and behavior counseling and education, decision making, and emancipation skills are emphasized.

The program encompasses nine months, divided into three-month phases. During the first three months clients are supervised 24 hours per day; involved in an intensive education, group and family counseling process; and are immersed in a 12-step, clean and sober recovery lifestyle.

During the second three months of treatment, students are gradually reintroduced into the community and are involved in activities such as community college education, AA/NA meetings, and recreational activities on a regular schedule which is monitored by a tracker.

The last three months is our aftercare phase which includes ongoing counseling, family therapy, employment skills training and job placement coordination, emancipation-skills development and independent living coordination.

Structure:
Staff members total 19 with one full-time executive assistant and four full-time counselors (including one clinical supervisor).

The Center is located at 8200 NE Sandy Blvd. in Portland and is sponsored by Morrison Center for Youth and Family Services at 3355 SE Powell Blvd., Portland, telephone 232-0191.

Linkages are with CSD, state juvenile courts and parole, public and private alternative schools, community colleges, the fellowship of AA/NA, the State Employment Division, PIC, Vocational Rehabilitation and other community services.

History:
The Morrison Center for Youth and Family Services was founded in 1947 as the Community Child Guidance Clinic by Carl V. Morrison, MD.

The Adolescent Drug and Alcohol Program began as a separate Morrison Center Program on March 17, 1986.

Funding:
Provided by CSD and the Portland Public School District.

Numbers Served:
40 clients per year.

Cost Per Student/Client:
Information not furnished.

Evaluation:
Information not furnished.

Followup:
At the end of the nine-month program, we offer an alumni group, and continue individual and family counseling as needed.

TILLAMOOK COUNTY DOWNSIZING PROGRAM

Camp Tillamook
PO Box 147
Tillamook, OR 97141

Contact(s):

Richard White, Director
Ron Huff, Assistant Director
Larry Morgan, Counselor
Telephone 842-4243 or 842-5022

Clientele:

Youth between the ages of 12-18 who are at risk of becoming committed to the state training school for a criminal act.

Most youth served have substance abuse problems and many have been involved in sexual abuse either as a victim or perpetrator.

These youth are served in addition to the 25 youth committed to the training school who are programed residentially in the camp.

Strategies:

In cooperation with the Tillamook County Juvenile Department, clients are evaluated by probation and camp staff as being appropriate to divert from training school.

Some need more intensive intervention than the day camp treatment program; they are referred to residential diversion providers.

Description:

For youth who can function in the community with additional supervision and structure, we have developed a day treatment program within the existing camp setting. Additional staff works half time in the camp and half time in the community providing services to this target population.

Depending on the client's needs, the youth may attend the camp program on weekends and regular public school during the week, or a youth could attend the camp program full time (including weekends).

The court has been very supportive in ordering the youth to attend the program as well as ordering the parents to provide transportation.

Methods:

Youth entering the program receive full evaluation and educational testing to identify individual treatment needs. In partnership with Tillamook Counseling Service, intensive alcohol, drug and sex offender treatment can be provided.

Parents are court ordered to pay for this service. When this is not possible, funds have been provided by the local Elks Lodge.

From the secure day treatment program, local youth can continue education and receive necessary counseling and treatment without being removed from their community. Camp staff supervise the youth at home during evenings and weekends.

Resources:

Many agencies have cooperated to make these resources available including the Tillamook Juvenile Department, CSD branch office, Camp Tillamook, the court, local schools, the local Elks, and Tillamook Counseling Services.

Structure:

Staff supervision combined with day treatment provides sufficient structure to maintain public safety, youth accountability, and to develop competencies with the youth.

History:

Currently, HB2045 (downsizing) money is used to fund the staff position and to purchase secure back-up at AOC (Assessment Observation Center operated by CSD in Portland).

Funding of the day treatment program has been a problem as neither the camp budget nor county funds are adequate to provide the necessary resources.

Numbers Served:

Out of the 16 youth served over the past two and one-half years, only three have been committed to the training school. Two of these youth had failed in diversion placements (both were sex offenders) and one had been in the day treatment program.

Cost Per Student/Client:

Information not furnished.

Evaluation:

Although we believe the program is a success, we also believe more youth could have been served if there were a secure back-up capability on site.

Because of the dormitory layout, the camp is unable at this time to serve female clients.

Followup:

Information not furnished.

VICTIM OFFENDER RECONCILIATION PROGRAM (VORP) OF LINN COUNTY 4-H CHALLENGE PROGRAM

330 SW 5th
PO Box 861
Lebanon, OR 97355

Contact(s):
Vicky Howard
Jim Linhart
Telephone 928-5323

Clientele:
Linn County youth aged 12-16 who have a police referral to the Linn County Juvenile Department because of a law violation and, as a result of admission or adjudication, have been ordered to make restitution to their victim by repayment of money or performance of community service.

Strategies:
The objective is to provide an opportunity for court-referred youth to work on public service projects in a structured crew made up of peers and supervised by qualified, responsible adults.

As a result of participating in a work crew, a youth will: (1) learn cooperation with adults and peers, and to be punctual and responsible on a job; (2) earn the money to pay restitution and earn spending money for themselves; and (3) experience the satisfaction of helping others and successfully completing a job, as well as receiving positive recognition for responsible behavior.

Description:
Linn County Juvenile Department counselors refer youth to the program. The youth complete a face-to-face mediation with their victim. This is done with the guidance of a volunteer mediator recruited and trained by the Victim Offender Reconciliation Program.

After a restitution contract is signed, the youth is screened for participation in the 4-H Challenge work crew. Each youth and parent signs an agreement that at least 60 percent of everything earned will be withheld and paid directly to the victim(s). Also each youth is registered as a 4-H member in the 4-H Challenge Program.

Methods:
The work crew meets each Saturday morning at its meeting place. After preliminary instructions, the crew leader transports the youth to the scheduled work site. Most projects take 2-4 hours to complete.

After completing the work assignment, youth and leader return to the meeting place and time sheets and work rating forms are completed by each youth. The group reviews and comments on each person's work performance for the day and awards are then presented to those who have earned them.

At least once a month the group uses the YMCA or participates in other recreational activities which are earned and then planned by the group.

Resources:
4-H curriculum, transportation and liability are provided by the Linn County OSU Extension Service. Meeting space is provided by Lebanon School District.

Work sites are developed with the U.S. Forest Service; Linn County Parks; City Public Works of Lebanon, Sweet Home, Brownsville and Albany; the Department of Fish & Wildlife; and the Oregon 4-H Center.

Incentives are provided by local Kiwanis Clubs, McDonalds, Taco Time and Kentucky Fried Chicken.

Structure:
Staff includes a project director, case manager and part-time crew leader for each crew. The crew leader must be mature and have demonstrated ability to work with at-risk youth.

The program serves youth in Linn County and the central meeting place is located in Lebanon. Sponsors are VORP of Linn County and Linn County OSU Extension Service.

The program provides linkages between youth, the Linn County Juvenile Department, local youth service teams, governmental agencies, private corporations, service clubs and Linn County OSU Extension.

History:
The program began in July 1985 as a pilot project of the Alliance for Juvenile Justice and the Linn County OSU Extension Service. In May 1986 structured work crews were established in which youth completed community service hours.

In January 1988 the restitution program was implemented. In July 1988 the Linn County 4-H Challenge Restitution Program merged with the Linn County Victim Offender Reconciliation Program.

Funding:
The 1988-89 budget of $26,700 is being provided by: Linn County Juvenile Services Commission, $8,700; OJJDP Foundation, $10,000; local foundation, $4,000; and United Way, $4,000.

Numbers Served:
25 youth per year.

Cost Per Student/Client:
$1,000 per participant.

Evaluation:
Fifty-two percent of the youth enrolled in the program successfully completed it, spending an average of six months. Sixty-seven percent of youth successfully completing the program have not had further police referrals.

Followup:
No information furnished.

HIGH QUEST DELINQUENCY PREVENTION

Contact(s):
Tom Drummond
Telephone 474-5365

Josephine County Mental Health Program
Children's Resource Team
714 NW "A" Street
Grants Pass, OR 97526

Clientele:
Clientele includes public school students in kindergarten through fifth grade who exhibit multiple risk factors for becoming delinquent as adolescents. Based on longitudinal research studies, 60-70 percent of these high-risk students are likely to become delinquent without effective intervention. They are very high risk for school dropout or expulsion, drug and alcohol abuse, and costly day or residential programs.

Strategies:
School and home-based counseling, consultation, skill building, family therapy, behavior management, crisis intervention, and resiliency development are provided to reduce each student's pattern of delinquency risk factors.

Description:
All teachers at participating schools complete a Student Risk Factor Screening Scale for each student in their class. Students with the greatest number of delinquency risk factors and highest risk factor scores are selected for High Quest services. Our intervention model combines intensive family treatment with school-based consultation, behavior management and skill building.

Methods:
Intervention services are tailored to the needs of each high risk student and family. Home-based family counseling sessions often focus on increasing the self-confidence of a single parent, improving family communication, establishing rules and limits, and effectively utilizing community resources.

Consultation and intervention at school frequently deals with developing behavior management programs, decreasing stealing or lying, teaching peer interaction skills, and improving home-school communication.

Resources:
Program materials are being developed. Student Risk Factor Screening Scales and other assessment materials are currently available.

Structure:
The program is staffed by a part-time Program Coordinator, two Mental Health Specialists and a part-time secretary.

It is located at the Josephine County Mental Health Program with services to Fruitdale, Madrona, Riverside and Redwood Elementary Schools.

The sponsoring agency is the Josephine County Mental Health Program. Linkages are provided to Josephine County and Grants Pass school districts, CSD, the Juvenile Department, and Family Friends.

History:
High Quest began its delinquency prevention services in September 1987 with services for very high risk students at four elementary schools.

Funding:
Josephine County Juvenile Services Commission provides $15,000 per year; the Fred Meyer Charitable Trust provides $46,000; and Josephine County Mental Health Program furnishes $22,000.

Numbers Served:
48 students were served in 1987.

Cost Per Student/Client:
The cost in 1987 was $1,700.

Evaluation:
Students participating in High Quest averaged five to six of the seven delinquency risk factors screened for. During the 1987-88 school year, they decreased their risk by 1.5 points while their high risk classmates increased their risk by 1.2 points. A comparison of students' self-reporting data from beginning to end of the program showed decreases of 39 percent in self-reports of predelinquent behaviors.

Among parents of the high risk students, 65 percent reported decreases in risk factors such as aggressive behavior, stealing, destructiveness and lying.

Followup:
An important goal of High Quest is to link high risk students and their families with existing formal and informal community resources, based on their needs.

The Children's Resource Team mental health consultant at each school monitors the progress of students completing High Quest services.

5 DROPOUT PREVENTION

Dropout prevention programs and services include a wide variety of strategies to encourage and enhance success in school. These strategies are implemented as responses to unmet needs of students as determined by schools and communities. The most common needs include:

Coordination of Services

Disadvantaged youth and families are often served by multiple agencies that may include schools, job training agencies, Adult and Family Services, Welfare, Children's Services Division, Mental Health, Juvenile Court, alcohol and drug programs, and others. These are most likely to be effective if a coherent plan for services is developed and managed. Case management and youth service teams are common approaches to service coordination and referral to needed services.

Credit Makeup

Credit deficiency is a major barrier to graduation and discourages many students. Schools should provide opportunity for credit deficient students to make up lost credit through evening courses, summer school, work experience, community service, challenge courses, individual study, arrangements with community college, or individualized, self-paced coursework.

Peer/Staff Relationships

A common problem cited by dropouts is a perceived lack of caring or positive relationships with staff and peers. Self-contained classrooms, intensive counseling, mentoring, and student support groups are strategies which help foster positive peer and staff relationships for disadvantaged students.

Self Esteem

Repeated failure in family, peer relations and school diminish self esteem and create the expectation for failure in the future. Successful programs work to enhance self esteem by structuring successful education and social situations for students; paying attention to each individual's feelings and needs; providing recognition for successes on a regular basis; and working with students and staff to provide a supportive, positive environment.

Parental Support

Disadvantaged students often come from families that are poor, in conflict or undergoing change, have alcohol or drug abuse, or have a history of ineffective parenting and lack of school success. Schools should work to engage parents in active support of their children's schooling. Regular communication, positive school activities that include parents, recognition for successful students and parents, parent support groups, home visits by staff, and effective parenting classes contribute to parental support.

Early Identification

Schools are encouraged to establish systems for identifying students who are experiencing difficulty. These should include criteria such as:

- attendance
- credits
- peer relationships
- alcohol/drug abuse
- behavior
- achievement
- staff relationships
- lack of family support

Some schools use computers to monitor and identify students who need special assistance.

For more information, contact:
John Pendergrass
Youth Coordinating Council
Oregon Department of Education
Telephone 378-8472

YAMHILL COUNTY YOUTH SERVICES TEAM

Yamhill County Mental Health
412 North Ford Street
McMinnville, OR 97128

Contact(s):
Dale Poteet, RCSW
Telephone 472-9371, Ext. 557

Clientele:
Students in all nine school districts in Yamhill County who are at risk of dropping out of school due to substance abuse, physical or sexual abuse, family problems, conflicts with the law, depression, suicidal thoughts or behavior, etc.

Strategies:
The main objective is to help young people stay in school by providing a coordinated service delivery system within the schools and local communities with an emphasis on early intervention, consultation and staff training.

Description:
The Youth Services Team is a joint effort among school districts and child serving agencies. It is staffed by professionals from Mental Health, Juvenile Department, Children's Services Division, Drug & Alcohol, and Mid-Willamette Jobs Council.

Methods:
The Youth Services Team delivers individual, group and family counseling; alcohol and drug assessment and treatment; protective services; alcohol and drug prevention activities; parent groups; teacher consultations; and training.

Each school district develops its own service plan and establishes priorities and processes for linking with the Youth Services Team.

Weekly team meetings are held to coordinate activities. Team members are assigned as liaisons to each district to help develop and coordinate services.

Resources:
Team members utilize alcohol and drug prevention resource materials. There is also a monthly Youth Services Team newsletter to all constituents who provide information and resource access.

Structure:
Staffing consists of a Mental Health Specialist (1.5 FTE), an A & D Treatment Specialist (1.5 FTE), an A & D Assessment Specialist (1.0 FTE), an A & D Prevention Specialist (1.0 FTE), a Juvenile Counselor (.6 FTE), a Child Welfare Specialist (.6 FTE), and a Youth Employment Specialist (1.0 FTE).

The services provided throughout all nine school districts are sponsored by a consortium of schools, Job Council, CSD, Juvenile Department, Mental Health and the A & D Agency.

History:
The Youth Services Team began in the fall of 1987 as a formally staffed program after several years of informal volunteer linkage activities.

Funding:
Federal, state and local funds are used: SRI, Juvenile Services Commission, Yamhill County Mental Health and school districts.

Numbers Served:
To date, about 900 have been served.

Cost Per Student/Client:
Unknown at this time.

Evaluation:
We have discovered that what really works is: (1) having staff in the schools; (2) having schools define their own service plans; (3) coordination of services to prevent children from manipulating or dropping through the cracks; (4) teacher-staff consultation; (5) being able to get around categorical eligibility for service; and (6) use of positive and negative leverage to affect change, e.g., jobs, juvenile court.

Problems we still need to iron out include: (1) scheduling; (2) stretching too thin; and (3) communication processes within school districts.

The Youth Services Team is quite visible in the community, creating heightened awareness and cooperation regarding the needs of youth.

Followup:
The team operates year around so youth can be followed during the summer when appropriate.

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HANDICAPPED 4-H CLUBS

Benton County Extension
2720 NW Polk
Corvallis, OR 97330

Contact(s):
Tammy Skubinna
Telephone 757-6750

Clientele:
Mentally handicapped high school youth at Corvallis and Crescent Valley high schools. These youth need to learn life skills that will help after they finish high school.

Strategies:
The main strategy is to use a 4-H foods project to teach youth about nutrition, cooking, safety and measuring.

We add a recognition component to the classroom setting. We give youth a chance to measure their skills and to be judged on knowledge.

Description:
The program serves youth in special education classes with 4-H being part of the curriculum. The teacher provides leadership.

Methods:
"Hands-on" activities are presented in a 4-H club setting to learn cooking skills.

Resources:
4-H foods project books are used at a cost of $1 each.

Structure:
The teacher serves as the 4-H leader with students to assist.

The program is located at the schools involved and is sponsored by these schools.

It is linked to schools and 4-H.

History:
Information not furnished.

Funding:
Funds for supplies and the purchase of 4-H project books are provided by the schools involved.

Numbers Served:
21 youth are involved.

Cost Per Student/Client:
Information not available.

Evaluation:
Youth receive skill building, recognition, and life-skills training in a new way. The 4-H program is adaptable to a classroom setting.

4-H members can participate in County Fair and last year one member was selected for State Fair.

Followup:
The program is too new to have many 4-H graduates.

IN-SCHOOL EXPLORING
COLUMBIA PACIFIC COUNCIL
BOY SCOUTS OF AMERICA

2145 SW Front Avenue
Portland, OR 97201

Contact(s):

Tenna Ainslie, Program Director
Telephone 226-3423

Clientele:

Identified at-risk youth in grades 9-12 and boys and girls aged 14 to 21.

All youth seem to be at risk today. Teen parents and peers raising peers increase the need for input to classrooms from adult business leaders.

Strategies:

Four separate programs provide role models from the workplace to help students make informed career choices and demonstrate life values as well as learn the employment and social skills that must be developed to succeed.

Currently 35 percent of Oregon students beginning high school do not finish in the traditional academic process, further limiting the amount of time in which the public school can impact career considerations. We can coordinate those resources.

Description:

The *Career Awareness Seminars* are presented in a series form at a department or grade level with 8-16 career possibilities discussed. Topics are chosen by staff; resources are gathered by In-School Exploring staff.

The *Self-Image Seminar Series* utilizes hard-hitting athletes and TV personalities to speak on a motivational topic — impressing on students the importance of a high school diploma to open up choices in the work world, and the fact that some of the best friends students can have are the teachers and counselors in their schools. They also present career information.

In-Class Explorer Posts are career clubs that are part of the year's curriculum in a given classroom. Business people help to formally create the program; students carry it out.

The *Choices & Challenges Character Development Curriculum* addresses bias-free career awareness, career exploration, career preparation and life planning. It is supported by the business community and targets minority, non-English proficient, and female students. This program encourages parent participation, mentors, and a sense of self-responsibility.

Methods:

The school administration contracts with the In-School Exploring Director to provide programs depending upon the needs of the school. Depending on the program chosen, students participate in a classroom or grade level. Activities are co-educational.

Role models from the business community are utilized. Speakers in the Career Series offer worksite tours which encourage the partnership of business and education as well as current career information.

This collaboration is a cost-effective way for schools to get help in developing partnerships and is a recommended method for any classroom.

The Self-Image Series motivational seminars delivered by high-powered personalities is recommended for freshmen. The Choices & Challenges Curriculum is also recommended for all freshmen. A highly successful personal planning journal is utilized to build a student's self-esteem and self-awareness.

Resources:

Choices & Challenges Curriculum: textbook, $12.95; workbook, $4; teacher's manual, $10.

There are also over 2,000 members of the community in our Resource Bank, and training materials for classroom guests and teachers, leadership training for student officers in the In-Class Explorer Posts, and a 45-member advisory committee for the Self-Image and Career Seminar series representing business, industry, labor, government, military and education.

BSA also has access to the many former Eagle Scouts who are dedicated to community service.

A *Career Interest Survey* of all eighth, ninth, tenth and eleventh grade students collects information which is kept confidential. This is returned to each school in an alphabetized printout. It can be a wonderful career counseling tool to schools and is provided free of charge. The information collected is also shared with the Department of Education and the Northwest Labs to determine where student career interests lie.

Structure:

Staff must be familiar with school schedules, teacher needs, state requirements, curriculum changes in each school district, and policies unique to each school and district.

Ability to understand and work with the business community is valuable. Staff must also provide orientation and training to teachers.

Programs are sponsored by the Columbia Pacific Council of Boy Scouts of America which serves 15 counties in northern Oregon and southwestern Washington.

(continued next page)

Linkages have been created with major corporations to help schools finance programs. We are also linked to universities, community colleges, business, industry, labor and government; Juvenile Justice Alliance; United Way; and Youth At Risk Panel.

History:

Career Awareness Programs have been offered in scout councils across the nation for more than 20 years through the Exploring Division of each council.

The other three programs are unique to the Portland Metropolitan area. The Traditional Explorer Post concept was adapted to In-Class Explorer Posts to bring industry et al. to teachers and students in the classroom in 1980.

Funding:

The majority of costs, absorbed by the Columbia Pacific Council BSA, include items other than direct cost per student.

Contracts are negotiated with administrators for a school's participation. A small service fee per student enrolled is requested. When this is not possible we look for grant monies, private business funding, and other funding sources.

Numbers Served:

In 1987-88, 4,500 boys and girls were served in 13 high schools, alternative schools, and Job Corps in In-School Exploring Programs.

Cost Per Student/Client:

The Career Awareness and Self-Image Series cost $5 per student. In-Class Explorer Posts are $10 per student. The Choices & Challenges Character Development Series is $5 per student plus the cost of curriculum materials.

Evaluation:

Individual evaluations are done each year by teachers and students in each school. Plans for the following year are based on the effectiveness of last year's program.

Our advisory committee has started this year with a service team that is doing an evaluation independent of the teacher/director evaluation.

Followup:

Positive results have ensured continued and growing programs. Other more detailed information is available upon request.

DISTRICT DROPOUT PREVENTION SERVICES SPECIALIST

Corvallis School District 509J
1555 SW 35th Street
Corvallis, OR 97333

Contact(s):
Katy Hurley, Director of Pupil Services
Donna Florio, Dropout Prevention Specialist
Telephone 757-5847 or 757-5818

Clientele:
Corvallis youth who are at risk of dropping out of school prior to graduation, or youth (to age 21) who have left school without completing an educational program.

Strategies:
Individual assessment of educational and vocational needs, individual and group counseling, family contacts, transition services, and preventive services to improve students' perceptions of themselves and school.

Description:
Youth are referred by school counselors or administrators, parents, agencies or self-referred. The process begins with an educational and other needs assessment, moving toward clarification of options and referrals to an appropriate educational setting, employment, training or other agencies.

Preventative or transition services focus on middle school or ninth-grade students and include group or individual counseling to build self-esteem, to identify issues that impede success and to learn problem-solving skills.

Methods:
After districtwide identification of youth at risk, or dropouts, individual and group counseling is directed toward goalsetting.

The Prevention Service Specialist also monitors the progress of in-school students, and facilitates introductions to community educational services and other agency services.

Resources:
Information not provided.

Structure:
The program utilizes one full-time specialist for counseling, programing implementation and data collection.

The specialist is located at Franklin Resource Center and serves all schools in the Corvallis School District. The sponsoring agency is Corvallis School District 509J.

The specialist is linked to the Community Services Consortium, Linn-Benton Community College's Benton Center, CSD, Juvenile Department and many other agencies.

History:
The program was initiated as Project Welcome Back in March of 1987, in conjunction with the Community Services Consortium (CSC) and the Corvallis School District. Funding and guidance was provided to 509J by CSC.

Funding:
Funding during the first year was primarily from CSC. Beginning with the 1988-89 school year, funding will be provided solely by 509J at a cost of $45,000.

Numbers Served:
Direct services are provided to 125 youth per year. Indirect service is provided to approximately 300.

Cost Per Student/Client:
Information not furnished.

Evaluation:
Statistics are currently being obtained. The most effective methods so far are individual contact, monitoring of youth, preventative counseling and group counseling.

The least effective methods are attempts to find dropouts (transciency), counseling other dropouts to return to school and the referral process within schools (needs revision).

Followup:
Clients are assisted to the point of entry into an educational program and are thereafter monitored (attendance, other problems) unless a more active guidance component is indicated.

In-school youth are monitored through contacts with teachers, counselors, parents and the students themselves.

PROJECT CONNECT

704 SE Cass
PO Box 2404
Roseburg, OR 97470

Contact(s):
Chip Wafer, Director
Telephone 672-6779

Clientele:
Douglas County students in grades 9-12 who are identified by their high school counselors as potential school dropouts.

Strategies:
Project Connect "advocates" coordinate existing professional services and propose a plan of action to address the multiple issues surrounding a student's lack of success in the educational setting.

Advocates provide clients with case management, referral, and individual and group counseling.

Description:
High school counselors countywide refer students in grades 9-12 to Project Connect.

Successful "planned outcomes" for the project would include keeping the student in school until graduation, helping the student complete a GED, or helping the student find full-time employment or enter the military.

Methods:
Through individual and group counseling, topics such as choices, communication skills, club and recreational opportunities, anger management, teen parenting, substance abuse, self-esteem, alternative education and career planning are approached.

Resources:
It's About Youth, a community planning guide published by the Oregon Department of Education; *Those Who Leave Early*, Oregon Department of Education; and *The Fourth R*, from the National Alliance of Business.

Structure:
Project Connect's team consists of one FTE educator/administrator, one .5 FTE 4-H staff, one .5 FTE teen-parent staff person, and one 1.5 FTE alcohol and drug staff person.

Offices are located at the Phoenix School of Roseburg.

The project is sponsored by four agencies, funded through several sources. It is linked to most community agencies, especially the schools, ADAPT, Phoenix School, OSU Extension, and the Youth Parents Program.

History:
The program began in October 1987. The catalyst for the project was the Governor's Dropout Reduction Grant (Part E), made available through the Student Retention Initiative.

Funding:
Governor's Dropout Reduction Grant: $27,500; Douglas County Juvenile Services Commission: $22,269; State Alcohol & Drug Treatment & Prevention Funding: $59,442. All provide annually for a total cost of $109,211.

Numbers Served:
85 students per year.

Cost Per Student/Client:
$1,285.

Evaluation:
Client statistics show students served are 48 percent male and 52 percent female; 32 percent are in grade 9, 30 percent in grade 10, 30 percent in grade 11 and 7 percent in grade 12.

Advocates would be more effective if they were located on site at each school. The project would also be more efficient if funded through one source.

Followup:
Clients are awarded a Certificate of Completion. They are better equipped to function as contributing members of society if they finish their individually planned outcomes.

After completion of the program there is no further followup, tracking or contact.

BRIDGE

Coos ESD
1350 Teakwood
Coos Bay, OR 97420

Contact(s):
Lowell Chamberlain
Telephone 269-1611

Clientele:
The program is for youth with documented needs who are at risk of dropping out of school. The needs are: documented below average school performance in core academic subjects, retention in a grade at least once, poor attendance, behavior problems in school environment, and family income that meets the eligibility requirements of the Job Training Partnership Act (JTPA).

Strategies:
BRIDGE is a program model designed to assist disadvantaged youth in the transition from eighth grade to high school, keep them in school in the ninth and tenth grades, and help them make a successful transition to work when they graduate.

Description:
The project enrolls students who score at least two grades behind on standardized reading or math tests. It offers instruction in basic skills, life and study skills, preparation for the world of work, and actual work experience.

By the end of the sequence, participating youth will be prepared to enter more advanced school-to-work initiatives, including vocational education.

Methods:
BRIDGE requires a student to be scheduled at least one or two periods each day in a BRIDGE class. Each teacher works closely with the student and other teachers to determine what skills need developing. The student may receive tutorial help if needed.

Individual educational plans will be developed for the student — based on past grades, test scores, interest and career goals and basic skills needs.

Resources:
A number of forms have been developed for this program including a BRIDGE application packet, BRIDGE pre-employment training, basic skills packages, and vocational exploration and employer handbooks.

The cost would be the cost of reproducing the materials.

Structure:
Staff is Oregon TSPC-certified in a basic skill area in high school. They are highly motivated to serve at-risk students.

BRIDGE is operated by the Coos County Education Service District with technical direction for employment training from South Coast Business Employment Corporation.

The project serves at-risk high school students at Gold Beach High School, Pacific High School in Port Orford, Marshfield High School in Coos Bay, and North Bend High School.

The sponsor is the Coos County Education Service District and linkages are with the South Coast Employment Corporation, Oregon Department of Education and local school districts.

History:
The program began with a CE2-type program patterned after the Tigard model, using JTPA funds. When funding ran out for that program, it proved to be more cost-effective to develop programs within each high school with a goal of working students back into the regular program rather than to maintain a separate site and sever all ties with the local school district.

Funding:
JTPA, local funds for youth, ODE, JTPA eight percent funds, local district funds, and a small amount of vocational disadvantaged and handicapped funds.

Numbers Served:
A total of 80 youth are served — 20 at Gold Beach, 20 at Port Orford, 20 at Coos Bay and 20 at North Bend.

Cost Per Student/Client:
$1,180.

Evaluation:
Of approximately 80 students, five dropped out, ten made little improvement, and 65 made significant improvement in grades and GPA. The average grade was nearly doubled.

The number of referrals for discipline also decreased approximately 75 percent and daily attendance increased dramatically.

Local school superintendents were very verbal in praising the program when they saw these statistics. With funding from some of the sources disappearing, districts like North Bend and Coos Bay managed to find partial funding for the program.

The success of the program appears to be keeping it going.

Followup:
The program is still too new to follow up; however, a number of the students have been incorporated back into the regular program and a significant number have been placed in jobs. A number are still trying to get back into the program this coming year.

SCHOOL TRANSITION INTERVENTION PROJECT (STIP)

Portland IMPACT
SE Youth Service Center
926 SE 45th Avenue
Portland, OR 97215

Contact(s):
Emily J. Munro, Director
Telephone 231-9578

Clientele:
Portland students in seventh and eighth grade who are at significant risk of dropping out during middle school or not making adequate transition to the ninth grade. Students referred have poor attendance, failing grades and/or disruptive behavior.

Strategies:
Goals are to retain at least 85 percent of students serviced in school through the eighth grade; to improve attendance, grades and/or behavior of at least 80 percent of the students served; and to successfully transition at least 80 percent of the middle school students served through the ninth grade.

Description:
Youth are referred by two southeast Portland middle schools and Youth Service Center staff. The counseling sessions focus on teaching students to build their self-esteem; learn to communicate effectively; clarify values; improve assertiveness, problem-solving and decision-making skills; and prepare themselves for the transition to the ninth grade.

Peer group process is used in a positive sense. Employment counseling and recreation are also available.

Methods:
Peer group, individual and family counseling are utilized. Parent training, tutoring, recreational activities, transitional services, case coordination and advocacy services are also provided.

Services are delivered in school by nonschool personnel. Once contact with the STIP counselor has been made, the students have access to a wide variety of services offered by the Youth Service Center.

Resources:
Resources available upon request.

Structure:
Staffing is provided by two counselors, a supervisor and a program director.

STIP services are provided at southeast area middle schools, high schools and the Youth Service Center.

The sponsoring agency is Portland IMPACT's SE Youth Service Center.

Linkages are to community agencies, CSD, Mainstream, Juvenile Court, schools, etc.

History:
The program has been in operation since September 1984. Multnomah County Juvenile Services Commission funded it as a pilot from 1984 to 1987.

Funding:
$33,500 annually, from the Governor's Student Retention Initiative.

Numbers Served:
40 students per year.

Cost Per Student/Client:
$837.50.

Evaluation:
Drop-out and delinquency rates have been positively impacted. Eighty to eighty-five percent of students complete the program.

Students who are severely impacted by drug abuse do not do well in this program. It is also important that schools refer students before they are completely discouraged with them.

Followup:
Each youth is matched with an individual at the high school he or she will attend who will act as an advocate. Counselors aid in this transition to high school and track the students through the ninth grade.

PROJECT SUCCESS

Eugene School District 4J
200 N Monroe
Eugene, OR 97402

Contact(s):
Linda Potter, Churchill High School
Telephone 687-3421
Keely Reinhard, North Eugene High School
Telephone 687-3261
Lorraine Cook, Sheldon High School
Telephone 687-3381

Clientele:
High school students at Churchill, North Eugene and Sheldon high schools who are considered at risk.

Strategies:
The two primary goals of the program are to assist the students in finishing high school and to help them finish a job readiness program or find a job.

Description:
Students are referred by counselors, teachers and administrators. Selected students must have academic and personal problems which place them in danger of not completing high school.

Methods:
The students work with individual counselors and within a group, which becomes both a support group and a means of attaining the goals. Life planning, reward systems, counseling, and specially designed education training are combined to help students learn how to help themselves.

Resources:
Information available upon request.

Structure:
There is one director for the program at each of the three schools. Classes are held in the schools and the sponsoring agency is the school district.

History:
The program has been in operation since the 1985-86 school year. Sheldon High School was added in the 1987-88 school year.

Funding:
Annual budget is available on request.

Numbers Served:
Approximately 20 students are served at each school for a total of 60 students.

Cost Per Student/Client:
Information available upon request.

Evaluation:
The program has a 90 percent success rate.

Followup:
No followup beyond graduation has taken place.

BOYS & GIRLS CLUB OF CORVALLIS AFTER SCHOOL CLUB PROGRAM (ASCP)

Boys & Girls Club of Corvallis
747 NW 19th
PO Box 942
Corvallis, OR 97339

Contact(s):
Phil Smith, Executive Director
Telephone 757-1909

Clientele:
The program is for boys and girls aged 6-12 (K-5th grade) who are at risk if left at home without supervision. A sliding fee scale is offered to families who are qualified for low-income assistance.

Strategies:
The After School Club Program exists to promote the health, social and emotional development of elementary-aged children. The program seeks to help young people improve their lives by building self-esteem and developing skills during critical periods of personal and physical growth.

Description:
ASCP participants are referred by parents, principals, school counselors and friends. ASCP provides quality after-school day care in ten neighborhood elementary schools in Corvallis and Philomath. It operates from school dismissal time until 6 p.m. — including inservice days, conference days and school holidays (7:30 a.m. to 6:00 p.m.).

Methods:
Opportunities for educational and recreational activities are offered — such as noncompetitive sports and games, arts and crafts, storytelling, group discussions, problem solving, homework assistance, guidance, social skills, music and drama, field trips and snacks.

Resources:
All kinds of Corvallis resources are utilized — including the library, consortium, school district, etc. Materials such as sports equipment and arts and crafts items are sought. Curriculum is run according to each school's needs; some require more structure than others.

Staff usually develops their own lesson plans, yet a curriculum is offered.

Structure:
There are 20-25 part-time After School Group Leaders. They must have one year of experience with children in an ongoing group setting or one year of training/education in college. Staff members must also hold or obtain a first aid card.

ASCP child care is located at nine elementary schools in Corvallis and one elementary school in Philomath. Sponsoring agencies include the Corvallis School District, United Way of Benton County, and the Boys & Girls Club.

Linkages are provided to Corvallis and Philomath elementary schools and the Corvallis School District.

History:
The After School Club Program began in the fall of 1983 in three schools with 12 members. The program was expanded into six schools from 1984 to 1986. In 1987, ASCP operated in ten elementary schools.

Funding:
Participation fees provide $70,500 per year and United Way of Benton County provides $14,000. Donations and special contributions are also received.

Numbers Served:
In 1987 385 students were served, 11 percent of all elementary-aged children in Corvallis. The program continues to grow rapidly.

Cost Per Student/Client:
Per family the cost is $1.50 for the first child, $1.25 for the second child, and $1.00 for the third child. A sliding fee scale is also offered that measures gross monthly income and family size to determine reduced fees.

Evaluation:
There must be enthusiastic and dedicated staff to make a program such as this work. It has also been a great advantage to have the school district working cooperatively with the program. If ASCP could have its own rooms or mobile units at each school site to decorate and use, it would be an improvement. An issue has been the use of classrooms of other teachers who are not comfortable having the program use their space.

Followup:
The program provides very little followup. Often children leave the program because care is provided at home by a sitter or family member. They also may leave because they have outgrown the program.

HARNEY COUNTY SRI

#24 Fairview Heights
PO Box 72
Burns, OR 97720

Contact(s):
Shauna Potter
Telephone 573-3416

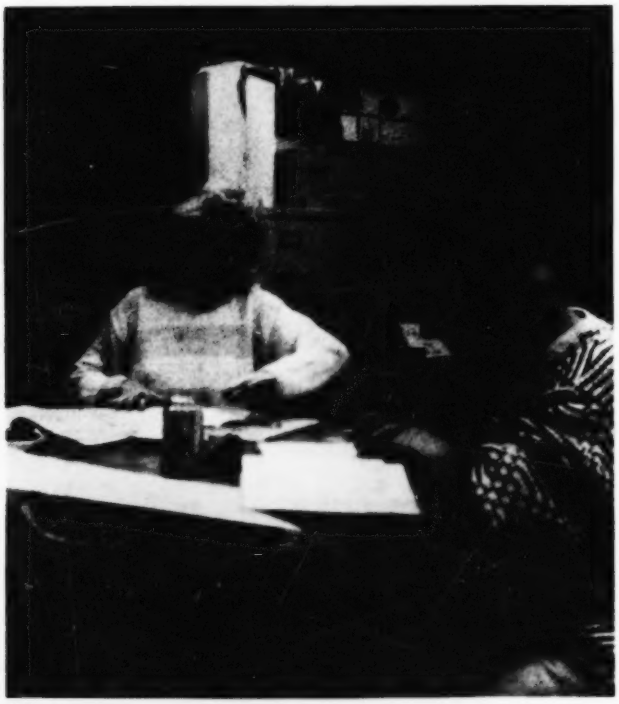
Clientele:
Harney County students in grades K-8 who are at risk for various reasons.

Strategies:
The program employs individual, family and group counseling; parent training and tutoring; and recreational activities.

Description:
Juvenile court counselors, CSD counselors and three Harney County schools refer students to the program.

Methods:
Methods utilized include counseling, peer group process and supervised recreation. Students are provided with firm support during the course of their enrollment in the program.

Resources:
At-risk training workshops including "Our Other Youth" with Jerry Conrath have been utilized. There is also a parent training program manual and guest speakers on various at-risk topics.



Structure:
The SRI Counselor, Shauna Potter, has an elementary certificate with early childhood emphasis.

The SRI school is located in the ESD unit #24 with the Alternative Education School.

Harney ESD has been designated as the fiscal agent and supervisor of the SRI program.

The SRI Counselor works directly with counselors and administrators from the local schools as well as CSD and juvenile department personnel.

History:
The Harney County SRI program has been in operation since October 1987. The alternative program for high school students is completing its second successful year.

Funding:
Student Retention Grant monies (a two-year grant) provide the cash support, with a considerable amount of in-kind expenditures provided primarily by the Harney ESD.

Numbers Served:
Twenty students were served in 1987-88 and over 60 individuals including parents, siblings, relatives, etc.

Cost Per Student/Client:
$1,249 for 1987-88.

Evaluation:
Individual tutoring has lifted self-esteem and grades. Providing an extra support person — someone who cares and listens — is also valuable.

The program offers the opportunity to enhance relationships between child/parents/schools.

The main problem is making teachers and school systems aware of at-risk students and how to deal with them more effectively.

Followup:
To date only four students have left the program and that is due to families moving. Depending upon each individual's problems, contact has sometimes been made with the new school, and an effort is made to keep in touch by telephone or mail.

If on an IEP, contact is automatic. If visiting an area, contact will be made with the student.

OREGON CITY SCHOOL DISTRICT
RENAISSANCE ALTERNATIVE
SCHOOL WITHIN A SCHOOL

Oregon City School District
Administration Building
PO Box 591
Oregon City, OR 97045

Contact(s):

Jim Ryan, Director
Telephone 657-2406

Don Tank, Deputy Superintendent
Telephone 657-2405 or 657-2454

Clientele:

Students in grades 3-6 are served in an elementary alternative school within a school. Youth enrolled exhibit risk factors such as a history of achievement problems, irregular attendance, or a history of behavior problems in the school and/or community. These students need a smaller class size, individualized learning plans, social/academic skills development and parent education.

Strategies:

The program utilizes group and individual counseling; makes available parent training classes and support groups; and provides individualized learning plans, formal assessment of student learning styles (Dunn and Dunn model), and transitional services.

The overall goal is to reduce risk factors and increase self-image, academic and social skills. This will help students transition to junior high and ultimately to complete either a traditional or alternative educational program.

Methods:

A variety of teaching strategies are provided including cooperative learning, computer assisted instruction, peer tutoring, and direct instruction in small groups. All student programs are individualized. Students have opportunities to explore areas of personal interest, prepare lessons, preview films, develop questions for other students, and present reports on their topics to others.

Resources:

Some district-adopted curriculum is used with modifications based on student needs. Other curriculum is selected based on student interests and abilities and learning styles, e.g., hands on, active, building activities.

Structure:

Staffing is provided by one full-time teacher, one full-time aide, one part-time coordinator, and one part-time counselor. Staff has experience and knowledge in working with at-risk youth and their families.

The Renaissance Alternative School Within a School is located in Mt. Pleasant Elementary School.

The sponsoring agency is Oregon City Public Schools in collaboration with 13 Clackamas County youth-serving agencies and the Oregon Student Retention Initiative.

History:

This program has been in operation since September 1987. The program began as a first project of the Clackamas County Community Consortium for at-risk youth.

Funding:

$60,000 for the 1987-88 school year was provided by the Governor's Drop-out Prevention Fund of the Oregon Student Retention Initiative.

Numbers Served:

16-20 students per year.

Cost Per Student/Client:

$3,656.

Evaluation:

This is the end of the first year of operation so post-testing has not been completed. The school does do some pre/post-testing of student achievement in academic and social areas. The Pierce Harris Self Concept, PIAT, and school attitude inventories are all used.

The most readily visible effect to date would be improved self-concepts demonstrated through greater student participation in school activities and completion of individual goals.

Followup:

Transitional services are provided to sixth grade students transitioning to junior high school. Services include hand-scheduling, school visitation and individual counseling as needed.

Contact:

Mt. Pleasant Elementary School
1232 Linn Avenue
Oregon City, OR 97045

ADVENTURE-BASED EXPERIMENTAL EDUCATION PROGRAM

Corvallis School District 509J
1555 SW 35th Street
Corvallis, OR 97333

Contact(s):

Katy Hurley, Director, Pupil Services
Mark Wolfe, Specialist
Middle School Prevention/Intervention
Telephone 757-5847 or 757-5818

Clientele:

Corvallis middle school students who are at risk of becoming dropouts and/or those students who are discouraged about school and about themselves.

Strategies:

The strategies utilized include small group dynamics which lead to more positive self-esteem; external to internal realization of responsibility and motivation; demonstration of link between experiential group activities and the classroom; and enhancing the values of positive risk-taking and trusting.

Description:

Students are referred to the specialist by school counselors and administrators and are reviewed by the Interdisciplinary Teams. Students are individually screened, then selected for participation in the groups. There are two groups with 8-10 students per group at each of three middle schools. The groups meet once a week.

Methods:

Group counseling is based on a process-oriented progression of group tasks and activities. Members learn communication skills, group process and positive confrontation.

Trust-building activities are critical and lead to outdoor experiences in which groups learn to work together during obstacle courses, low- and high-rope courses, and rock climbing. Experiential learning is constantly related to the daily life and education of the students.

Available Resources:

Activities are based on Project Adventure (Cowstails and Cobras).

Structure:

The program is staffed by one full-time specialist for program implementation, group and individual counseling. The specialist's strengths are primarily in an outdoor adventure background as well as an ability to work well with this age student and provide counseling services.

The specialist is located at Franklin Resource Center and serves the three middle schools in Corvallis. The sponsoring agency is the Corvallis School District 509J. Linkages are provided with and by Corvallis Parks and Recreation, Alternative Programs, Marion County Juvenile Department, 4-H, Camp Lutherwood, and other public and private camps.

History:

The program was started in December of 1987.

Funding:

Original funding was provided from Part B of the Governor's Student Retention Initiative. Part of the funding will be received through SRI monies in 1988-89, with the rest being provided by the Corvallis School District.

Numbers Served:

60 students were served in the first half-year of the program; 20 per school.

Cost Per Student/Client:

Information not available.

Evaluation:

Statistics currently are being collected. The most effective part of the program appears to be group process adventure activities such as rock climbing and challenging courses. The least effective appear to be journals. Plans for this year include changes in the progression of events (it will begin with rock climbing). There will also be more individual student accountability for outing privileges.

Followup:

Some students will be asked to serve as peer leaders on outings this year. Reunion meetings are also planned for each group. Past participants will also be monitored during the school year and referrals to other programs will be made when deemed appropriate.

THE SUCCESS PROGRAM

Tenth and Eugene Streets
PO Box 920
Hood River, OR 97031

Contact(s):
Nathan Frye
Telephone 386-2055

Clientele:
Middle and high school students who are potential school dropouts or have already dropped out. All students served meet specific at-risk entry criteria.

Strategies:
The main objective is to provide group, individual and family counseling that focuses on attendance, grades, behavior and building self-esteem and life skills.

Description:
Referrals are made to the program by teachers, parents, administrators, and social service agencies.

Individual counseling concentrates on goal development while classroom sessions include curricula covering problem solving, communications, assertiveness, peer counseling, support groups, values clarification, personal responsibility, life skills, pre-employment training, drug and alcohol abuse, and teen pregnancy.

Methods:
Methods employed include a semester long Success Class, individual counseling, parent support, peer counseling, advocacy, mediation, teacher training, transition services, job placement, and coordination between all involved — schools, community agencies, students, and parents.

Resources:
An advisory committee includes representatives from various community agencies who provide linkages to those services.

Structure:
The program is staffed by one full-time counselor with strong group/individual counseling skills and experience working with at-risk youth.

The sponsoring agency is the Hood River County School District.

Linkages are with CSD, Juvenile Department, Health Department, Center for Living (mental health), JTPA, Project Preservation (family counseling), and Community Youth Planning Group.

History:
The program has been in operation since November 1, 1987.

Funding:
$25,000 is received annually from the Student Retention Initiative on a two-year grant.

Numbers Served:
30 to 40.

Cost Per Student/Client:
Approximately $800.

Evaluation:
We are just now compiling our first year statistics and are finding the program is a success. There have been noticeable improvements in attendance, grades and behavior.

Followup:
When clients leave the district, we attempt to track them to their next school or place of employment.

In district, we track them until graduation, GED and employment, or alternative education programs.

Other Similar Programs:
The *SRI Program* in Malheur County is designed for students in grades 6-10 who are at-risk because of loss of credits, absenteeism, low grades, low self-esteem, home and family problems, substance abuse, suicidal tendencies and pregnancy.

This program also provides for individual and peer group counseling and an instructional class on interpersonal skills.

It serves 40 to 50 students per year and is funded by a Malheur County SRI Grant and a grant from the Malheur County Juvenile Services Commission.

For further information contact:
Lynette C. Allen
1351 Arata Way
Ontario, OR 97914
Telephone 889-5377 or 889-6162

OPTIONS IN EDUCATION

Corvallis High School
836 NW 11th Street
Corvallis, OR 97330

Contact(s):
Hank Golden, Principal
Pat Warnell, Teacher/Coordinator
Telephone 757-5871 or 757-5909

Clientele:
Corvallis High School students in the ninth or tenth grades who are potential school dropouts and exhibit one or more of the following indicators: poor attendance, low self-esteem, avoidance of school work, low achievement or low basic skills, or frequent health problems.

This program is not for students with an IEP.

Strategies:
Students are assisted individually and in groups to increase academic skills; to obtain skills in decision making, goal setting and problem solving; to increase self-esteem; and to receive career guidance.

The overall goal is to retain the student in a high school or alternative school setting until graduation.

Description:
Students are referred directly to the Options in Education (OE) coordinator by parents, teachers, counselors, administrators, other agencies or the district specialists.

The delivery of service is achieved by the OE class — high impact daily instruction; one-on-one tutoring; and monitoring of at-risk students both before entry to OE class and after transitioning out.

Methods:
Individual assessment and personal plans are developed which may include all or some of the following: small group and individual counseling, one-on-one conferences or mentoring, tutoring, community involvement, goal development and monitoring, parent involvement, other agency involvement, career exploration, and group outdoor adventure activities.

Resources:
Information not furnished.

Structure:
OE has one full-time teacher/coordinator, one part-time instructional assistant, and part-time volunteers. The teacher/coordinator's strengths are primarily in the at-risk teaching area.

The program is located at Corvallis High School and is sponsored by Corvallis School District 509J.

Linkages are provided to PACE, Community Services Consortium, the business community, Chamber of Commerce, and other agencies.

History:
The program was started through funding from Part E of the Governor's Student Retention Initiative. The project is being continued as a regular part of the district's program.

Funding:
First year SRI grant of $50,000; Corvallis School District will provide funding of $53,700 for the 1988-89 school year.

Numbers Served:
45 in first year.

Cost Per Student/Client:
$1,177.

Evaluation:
Statistics are currently being collected.

We have found individual tutoring and monitoring of students, the volunteer program, and involvement with regular classroom teachers and counselors to be the most effective methods.

The great amount of diversity presented by students involved has caused the most problems in effectiveness.

Followup:
Students exiting the higher impact services of OE are monitored for attendance, grades, etc. The students needing services will receive tutoring; referrals to other programs, classes, or agencies; or other supportive services.

The OE program will strive to be flexible in meeting the needs of current and former participants, rather than requiring the students to fit an established structure.

EUGENE 4J
AT-RISK PROGRAMS

Eugene School District 4J
200 N Monroe
Eugene, OR 97402

Contact(s):

Bob Stalick
Assistant Superintendent for Instruction
Telephone 687-3481

Barb McCorkle
Coordinator of Impact/At-Risk Programs
Telephone 687-3497

Clientele:

All Eugene students from grades 1-12 enrolled in the district's elementary, middle and high schools.

Strategies:

The main thrust of at-risk programs is to provide the extra motivation, skills or assistance necessary to keep students within the educational process until completion of schooling.

Descriptions:

For the purposes of this book, we have chosen to highlight just a few of the Eugene School District projects in more detail. The summaries are followed by the name of an individual to contact for further information.

Mentor/Advocate Programs:

During the 1987-88 school year, the Mentor/Advocate Program was offered at several elementary schools for at-risk students. The objective was to reach students who would benefit from having a "special friend" or advocate.

An adult (a volunteer teacher, counselor, classified staff member or other person) was enlisted to become a buddy or tutor for the student — someone to share problems with. Advocates also served as role models for students who may not have had such models otherwise in their lives. Contact and support group meetings took place once a week.

Those involved felt the project was very successful. The advocate gave the students a link to hold onto. In some cases, attendance improved dramatically. It also made a difference with improving negative attitudes and encouraging coping skills.

Contact: Jeannine Bertrand
Jefferson Middle School
Telephone 687-3221; or

Deborah Delp or Kevin Boling
Santa Clara School
Telephone 687-3294

Impact Programs:

These programs involve the entire school district. The aim is to reach students who are experimenting with, involved in, or at danger of becoming involved in substance abuse.

The programs seek to prevent usage and provide support for those not using, increase knowledge and self-awareness, improve self-esteem, encourage students who are using to stop, and provide parental education.

During the summer of 1986, six pilot elementary schools took an Impact Training Workshop at a cost of $150 per participant. The specific targets for their training are the elementary students who come from substance-abusing homes. The students need to understand chemical usage, why the adults they are in contact with act the way they do, and what they can do to protect themselves. They need to be able to verbalize, learn about, and deal with their problems.

A secondary benefit of the training has been an increase in the awareness level of the elementary school staff so they are able to do more overall preventive training.

All middle schools have trained and organized CORE teams with team sites ranging from a low of six up to 15 members. Their workshop training costs were also $150 per participant.

Contact: Barb McCorkle, Education Services
Telephone 687-3320; or
any middle school administrator

Peer Tutoring and Peer Counseling:

Several elementary schools are involved in importing middle and high school students to help underachieving elementary students in basic skills areas. Students in the middle schools receive training to work with and assist peers in academic areas.

During 1987-88, other projects involved middle school students who went through training on a "refusal skills" curriculum for drug and alcohol abuse and then made a three-day presentation to fifth grade students.

The first day they talked generally together about the program; the second day they engaged in modeling and role-playing; the third day they practiced role-playing and had a speaker come in (a high school student who had problems with substance abuse).

The basic premise of this unique model program was that kids will listen to their peers, that these peers can often be more influential than adults.

The project was very effective. The elementary students tuned in, listened and actively modeled and demonstrated how to say no.

Parents volunteered and provided the training. Costs were negligible. The program is now taking place at several additional schools.

Contact: Brenda Down, Community/School Coordinator
Madison Middle School
Telephone 687-3278
(or Laurel Lee, the program's Community Chairperson and Chairman of the Eugene Fall Festival on Substance Abuse)

(continued next page)

Cooperative Enrollment:

Students enroll in both 4J schools and the University of Oregon or Lane Community College and earn credits for high school as well as college entry. The cost is borne by the students.

Contact: Any high school counselor.

School-Based Health Clinic:

Located at North Eugene High School, this program is aimed at students who are in need of health care of all sorts. Generally, the students who have been using the service are without their own doctors.

The program has been highly successful in terms of the number of referrals (during October 1987, 1,200 students were seen for serious medical problems). It has been accepted by the community and additional grants or funding sources are being sought to maintain, as well as to expand the program into all four high schools. Funding is provided partly by the State Health Department and partly by the school district.

Contact: Debbie Knox, North Eugene High School
Telephone 687-3271

Teen Parent Programs:

Two teen parent programs are in operation — one at Churchill High and one at Opportunity Center. In both cases, students attend school and there is supervised day care for the children of the students.

The parents donate a certain amount of their time to work in the nursery (and thus get training). Other school students who are taking child development classes also spend time in the nursery in intern-type training.

The goal of the program is threefold: (1) to allow the teen parents to complete school; (2) to improve parenting skills; and (3) to provide at-risk infants with a stimulating environment to help them get a good start.

Both programs have small waiting lists and there is lots of interest. Both mothers and fathers are involved.

The programs rely on the North Eugene High School clinic for the well-baby care.

Contact: Joanne Micksis, Churchill High School
Telephone 687-3421; or
Chris Helm, Opportunity Center
Telephone 687-3488

DISCOVERY LINKS

1905 Oregon Avenue
Klamath Falls, OR 97601

Contact(s):
Sue Basden, Camp Fire Executive Director
Telephone 884-4884

Clientele:
Seventh and eighth grade males and females who are considered at risk.

Strategies:
Major objectives are to provide intensive remediation/intervention counseling, to help develop a positive self-image, to provide an opportunity to discover personal talents and abilities, to help develop the skills necessary for independent decision making, and to discover positive uses for leisure time.

Description:
The program is based on the Camp Fire Reflections Project, which is designed to explore self-worth, decision making, and the development of independence.

Participants are referred through the juvenile department, school, and/or other social service agencies.

The program began as a model, combining counseling and recreation to young women at risk of becoming enmeshed in the court system or further victimization. We seek to redirect behavior that is anti-social, self-destructive and problematic to school, family and community (acting out, fighting, poor academic performance, running away, shoplifting, etc.). The concept of unifying counseling/socialization services was viewed as a step toward overcoming gaps in service that directly affect targeted youth.

Methods:
Participants meet once a week during a school class period for group counseling with a professional counselor. Individual counseling sessions are scheduled as indicated.

Youth seeking or needing additional counseling, or services beyond the scope of the project, are referred to the appropriate agency. Parental involvement in both the basic program and outside referral is encouraged.

Bi-weekly recreational activities, supervised by adult volunteers, are an integral part of the program. The youth are expected to plan, facilitate and, if necessary, raise the funds for their own activities.

Resources:
An advisory group of human services professionals and interested community members has been formed to monitor the project, assist with program design, act as the public relations network, and help develop additional financial resources.

Structure:
The Project Counselor, Linda Soyland, has a BS in psychology, an MBA, and an MA in counseling and guidance. Crater Lake Camp Fire Council provides administrative and clerical support for Discovery Links.

The project is conducted at local junior high schools. It is sponsored by Crater Lake Camp Fire Council.

Phase 2 of Discovery Links began with the 1987-88 school year. The project was expanded to include two more junior high schools and to include adolescent males in the target population.

In each of the junior high schools, Discovery Links functions separately for males and females in the counseling segments. Initially, the recreational portion of the project will also be single sex. However, it is anticipated that, by the end of the school year, one or more co-ed activities can be arranged.

History:
Discovery Links was initiated through the Oregon Juvenile Justice Alliance and was implemented after a series of local planning sessions spearheaded by the Klamath County Juvenile Department.

The pilot phase (1985-86) targeted females, identified by both the court and school officials, based upon a community needs assessment.

Funding:
The 1987-88 operating budget totaled $13,457.69. This was provided by an Oregon Community Foundation grant of $6,000, a Juvenile Services Commission Grant of $4,500, a Weyerhauser Foundation Grant of $1,507.69, and a Camp Fire contribution of $1,450.

Although Phase 2 only secured funding for the 1987-88 school year, it was envisioned as a two-year expansion phase. Funding for the second year was to be actively sought after statistics were gathered from the first half of the 1987-88 school year.

Numbers Served:
Due to lack of significant funding, Discovery Links operated on a very limited basis during the 1986-87 school year. Only eight youth were involved. Numbers served during the 1987-88 school year were not provided.

Cost Per Student/Client:
Information not provided.

Evaluation:
Even with a severely abbreviated version of the project during the 1986-87 school year, positive results were realized. Three of the eight youth involved were returnees from the pilot year who continued to improve not only their grades and school attendance records, but also demonstrated the ability to seek solutions to problems within established parameters.

Followup:
Information not provided.

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6 ALTERNATIVE EDUCATION

Alternative education can take many forms. It may be provided by public schools, community colleges, or private organizations through contracts with public schools. In general, it provides learning opportunities through activities that are meaningful to the student — often in an environment other than the traditional classroom.

Alternative education programs usually account for the individual learning styles, learning rates and skill levels of each student. Learning is often evaluated in ways other than traditional testing, and a great deal of consultation between teacher and student occurs. Programs may emphasize vocational preparation or general education.

Education in Oregon and in the United States has been criticized due to low student achievement and a perceived lack of standards. The resulting educational "reform" has increased course requirements in math, science and language arts, and has also increased graduation requirements. At the same time, there have been corresponding reductions in elective courses available to students and more rigid standards for time spent in class.

Many fear that these reforms, without changes in the education process designed to meet the needs of disadvantaged students, will increase dropout rates. According to the Oregon Department of Education, ***over 25 percent of Oregon students entering high school fail to graduate***. Juvenile offenders, the poor, and minority youth are over represented among the dropout population.

Oregon has a rich tradition of public and private alternative education. The Legislature and Board of Education have placed responsibility on public schools to refer dropouts to appropriate alternative programs and to pass through funds equal to state basic school support to those programs. Nevertheless, the need for public and private alternative education is much greater than existing programs can accommodate.

The most important characteristics of successful alternative education programs include:

- ***Open entry.***
  Youth may enter at any time without being behind.
- ***Individualized.***
  Students learn at their own pace and at their appropriate levels.
- ***Flexible.***
  Subject matter and learning activities are adapted to student needs.
- ***Assessment.***
  Academic levels and progress of students are measured.
- ***Individual plan.***
  An individualized plan for education treatment should be developed for each student.
- ***Incremental success.***
  Learning activities allow for regular successes on part of students.
- ***Self-esteem.***
  Opportunity for successful educational and interpersonal experiences are offered and reinforced.
- ***Competency based.***
  Knowledge and skill learning objectives are clear, measurable and applied.
- ***Employment.***
  Link occupational/career development with educational development.
- ***Behaviors.***
  Develop appropriate work and school behaviors, interpersonal skills.
- ***Environment.***
  Usually smaller schools and classes, which are less rigidly structured.
- ***Accountability.***
  Students are responsible for achievement and behavior.
- ***Remediation.***
  Students are offered the opportunity to "catch up" in areas of deficiency.
- ***Life skills.***
  Knowledge and skills needed to manage personal affairs and finances are developed.
- ***Autonomy.***
  Program decisions are made at the program level.
- ***Support services.***
  Relationships are developed through which support service needs of students and their families can be met.
- ***Bonding.***
  Care is taken to develop positive peer and staff relationships of students.

For more information, contact:
Judy Miller
Director, Student Services
Oregon Department of Education
Telephone 378-5585

ALSEA BASIC LEARNING EXPERIENCE (ABLE) PROGRAM

Alsea School District
PO Box B
Alsea, OR 97324

Contact(s):
Marc Rose-Gold
Telephone 487-7141 or 487-4305

Clientele:
Alsea students from the fourth to twelfth grades who are at risk — academically, behaviorally or emotionally.

Strategies:
The main objective is to provide alternative modes of instruction to students identified as unlikely to graduate.

It is hoped that the provision of a consistent and supportive learning environment will reduce the negative effects of low self-esteem, fragile family systems, addictive behaviors and learning disabilities.

Description:
Students are referred by staff, parents or students themselves for intake and evaluation by the ABLE House staff. Criteria used may include low self-esteem, infrequent attendance, failing grades, deficient credits, social/behavioral disorders, substance abuse, and/or dysfunctional family systems.

Students need a place to check in, to make contact, to sit down and have someone care about them. ABLE attempts to make this difference in a small setting.

Methods:
Students may attend classes at ABLE House from one period a day to all day. They may participate in learning activities that help teach study skills, life skills, vocational skills, or make up credit deficiencies in any content area.

The program also offers crisis and short-term counseling, self-esteem education groups, JTPA-funded work experience, networking with outside social agencies, and parental support.

ABLE also works with other agencies arranging field trips, inviting community members to breakfasts prepared by students, and even seeing that a school bus waits while a high school senior picks up her daughter from a babysitter who is paid by the project.

Resources:
We look at our strengths and everybody else's strengths and see what we can do. There are fewer options for students in a small school in a rural district that is also economically depressed.

The program is located in a small blue house next to the school with a wood stove, secondhand couch, kitchen table, two computers and two teachers.

Structure:
Staffing is provided by one program director/instructor (full-time) and one part-time instructional aide.

ABLE House is a rented structure adjacent to the high school set up with a comfortable, home-like atmosphere.

The sponsoring agency is the Alsea School District. Strong ties have been established with Linn-Benton ESD, Alsea Rural Health Care Clinic, Benton County Sheriff's Department, Benton County Mental Health, Oregon Department of Education, 4-H, Community Services Consortium, Juvenile Department and others.

These ties provide some of the most important and effective resources for our program.

History:
In a town like Alsea, where there are only 20 students in a high school class, people notice if five of them drop out before graduating.

That's what happened three years ago, and a community meeting was held in November 1986 to address the problem. Grants were written to provide a financial base; operations began in October 1987.

Funding:
For the first year of operation SRI provided $16,000; JSC, $7,605; JTPA, $13,880, and local matching funds, $13,415. The total was $53,735.

This year a $50,000 grant was provided by the Fred Meyer Charitable Trust. Alsea School District will pick up funding when the trust funds run out.

Numbers Served:
28 were enrolled in the academic program during the first year with an additional 20 students participating in self-esteem education groups.

Cost Per Student/Client:
$1,300 per student. The initial startup costs are higher than anticipated for the next school year.

Evaluation:
Out of the 28 enrolled, one student dropped out, two previous dropouts did not complete the program, and three moved away (transferred to other schools), so the program experienced a 90 percent success rate.

The focus is now shifting toward the younger grades. Early identification and prevention seem to have a greater chance for success.

Followup:
Students can be involved in the ABLE Program throughout their years in Alsea School District. Successful completion would involve high school graduation, GED, work placement, or successful attainment of short-term goals (i.e., no longer failing any course, significant improvement in attendance, etc.).

VOCATIONAL OPTIONS ALTERNATIVE SCHOOL

701 John Adams
Oregon City, OR 97045

Contact(s):
Dian Connett, Director
Ellen Burbridge, Department Chair
Telephone 655-8220

Clientele:
The program is designed to serve youth 16-21 years old who are interested in finding and keeping a job, have learning disabilities, and have dropped out of high school or are presently enrolled in high school and need supplement to their program.

Strategies:
The objective is to provide a short-term training program for high-risk youth. Goals are individualized to furnish students with a variety of employment options (part-time employment, permanent employment, technical skill training in the community and independent living skills).

Description:
Local high schools, agencies and juvenile court refer students to the program. Students must be interviewed and accepted. Students must display motivation and interest in obtaining employment.

Methods:
The program components are: (1) effective skill building — including conflict management, decision making, self-esteem building and communication skills; (2) preemployment training — including career awareness, resume writing and job search; (3) skill training — including placement in community work sites three days per week; and (4) independent living skill instruction — including a driver's ed program and drug and alcohol education.

Resources:
The self-paced PET (Pre-Employment Training) packet curriculum is utilized, as well as intensive small group work, field trips and resource speakers. The curriculum is experience based and hands-on at community work sites.

Structure:
Staffing is provided by two Clackamas Community College faculty members who are professionally trained in education and curriculum development. In addition, the services of two Employment, Training and Business Services trainers who are professionally trained in job placement and supervision are utilized.

The school is located at 701 John Adams in Oregon City. It is sponsored by the Partnership Program. Linkages are to Employment, Training and Business Services; Clackamas Community College; and local Clackamas County high schools.

History:
The program has been in operation since 1985. It provides a safe environment to assist students in feeling and being successful in the working world.

Funding:
Funding is provided with College General Funds, JTPA, Disadvantaged Vocational Education funds and high school tuitions.

Numbers Served:
70 per year.

Cost Per Student/Client:
Tuition is $1,500 for a one-half day open slot and $3,000 for a full-day open slot. Tuition is paid by the local high school district. Scholarships are available. Slots are open entry, serving many students throughout the year.

Evaluation:
Information not furnished.

Followup:
Students complete the program when the goals are completed. They either secure a permanent job, attend an advanced training program, return to high school, or transition to community college.

GIRLS' EMANCIPATION PROGRAM (GEP)

YWCA
1111 SW 10th
Portland, OR 97205

Contact(s):
Ruth Herman Wells, MS, Director
Telephone 223-6281, Ext. 243

Clientele:
Delinquent, emotionally disturbed and/or troubled "throwaway" girls, aged 15½-18. These girls are runaways, teen prostitutes, sexually abused and abandoned youth who lack a viable family resource and are appropriate for independent living.

Strategies:
The Girls' Emancipation Program objective is to provide a residential treatment and training program to help severely troubled girls to: (1) stabilize emotionally; (2) gain employment; (3) gain practical social survival skills; (4) bond with their counselor and community coach; (5) secure an independent living site in the community; and (6) develop an education completion plan.

Description:
The Girls' Emancipation Program utilizes an innovative and engaging approach that has been unusually effective with our clients.

Daily group therapy is led by a youth leader with the careful help of the counselor. In group, serious emotional problems such as abuse, family strife and prostitution are discussed and examined.

A unique hands-on, experiential learning approach has resulted in over 95 percent attendance in our classes. Our clients become "veterans" in the social skills they will need to succeed in the community. Training on how to succeed in school has aided 60 percent of our longtime dropouts to successfully complete their high school educations.

GEP has concentrated on providing quality service to minority youth who are frequently not well served by the system. At present, 40 percent of GEP clients are minority group members.

Methods:
The program provides 1½ hours daily process group therapy. The groups are unusual due to the near 100 percent attendance and participation of our young people, who rotate group leadership.

Evening social-skills training classes include normally overlooked help many youth need to succeed in school. Classes in Leisure Time Management, Living Skills, Job Hunt, and Job Skills are also offered.

Most GEP clients secure employment in 2-3 weeks and 90 percent of our graduates maintain their employment.

Resources:
The curriculum used by GEP has been published nationwide and is available at a reasonable cost. Because it is creative and unusual, youngsters have found it more interesting to come to class than miss it. They are almost "tricked" into learning information while they are enjoying the class.

Structure:
GEP has a small staff and relies heavily on 30 volunteers who give 500 hours per month.

It is located in downtown Portland at YWCA headquarters and is sponsored by that organization. It is a member of Tri-County Youth Services Consortium and Project Luck.

(continued next page)

History:

The Girls' Emancipation Program was started by the YWCA in 1985 to fill the gap in services available to older adolescents. YWCA has long had a transitional program for adult women ex-offenders. From its work with these clients, it noted these women often began offense histories as older adolescents. By that time they had also often borne one or two children without the needed assistance of the youth services.

Funding:

Multnomah County Juvenile Services Commission, $32,000; Washington County Juvenile Services Commission, $13,555; Oregon Juvenile Services Commission (JJAC), $15,000; Soroptimists of Portland (a business women's group), $10,000; United Way, $30,000.

Numbers Served:

The program serves approximately 30 of the 200 girls referred annually. The gap in services for older adolescent girls remains enormous.

Cost Per Student/Client:

Approximately $3,700 per client for 6-9 months of residential and out-client services.

Evaluation:

The program is evaluated annually by Multnomah County JSC. The Juvenile Justice Alliance also has an evaluation in progress.

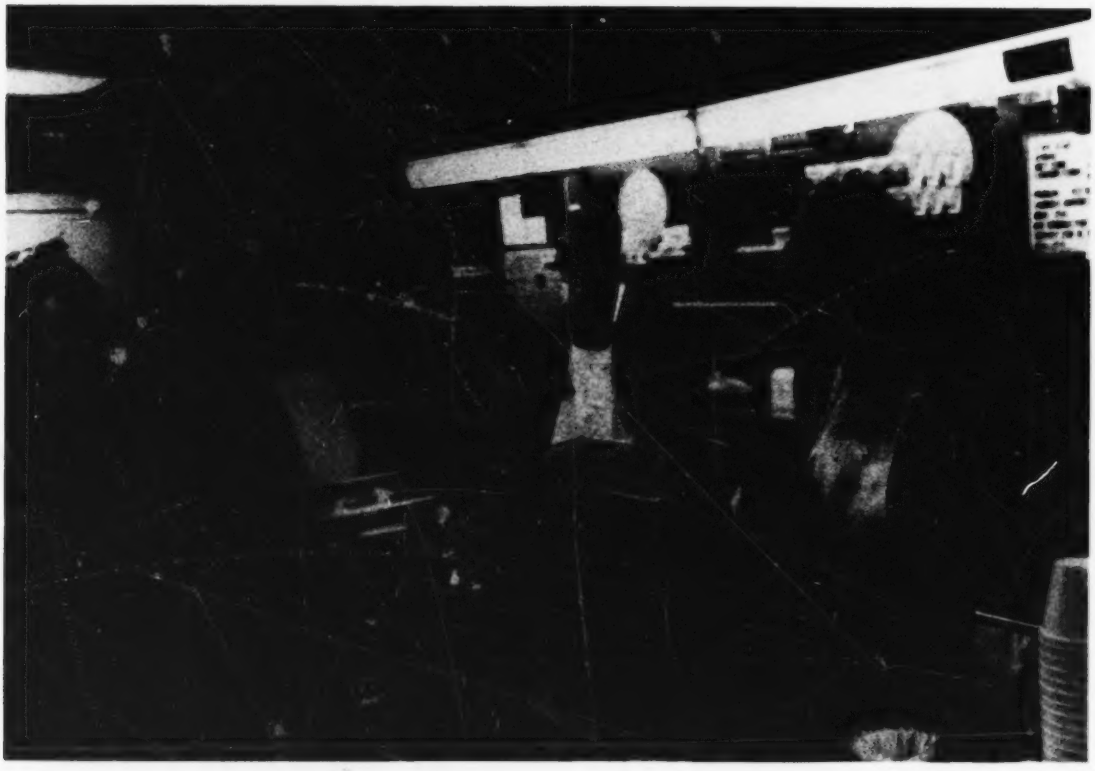
About ⅔ of our clients successfully graduate from the program. 100 percent of our graduates obtain and maintain employment and an independent living site; 90 percent maintain these achievements one year later; and about 60 percent of these longtime dropouts are completing their educations.

Our recidivism rate is less than 10 percent. It is clear these "throwaway" girls can prosper and succeed with the proper nurturing, group therapy and social-skills training classes.

Followup:

Three months of formal followup services are provided. Informal tracking indicates graduates maintain their employment, independent housing, and the emotional stability achieved in GEP.

Our clients often become supervisors and managers at their work and refer other clients to us. Many of our clients tell us GEP was their first "success" ever, while others say GEP saved their lives.



LITHIA SPRINGS SCHOOL

862 Siskiyou Blvd.
Ashland, OR 97520

Contact(s):
Arnie Green
Laraine Carnes
Telephone 482-8906

Clientele:
Young women aged 13-18 in residential treatment and young men and women of high school age who are at risk of dropping out of school.

Strategies:
The goal is to provide a comprehensive "second chance" educational/vocational program.

Description:
The young women in residential care are referred by the courts. Other students are referred by the high school multi-disciplinary team.

Students attend an academic program one-half day and work at job sites in the community the other half day.

Methods:
Services include individualized educational programs, group classes, preemployment training, vocational exploration, group counseling, individual counseling, drug and alcohol abuse prevention/intervention, "survival skills" training, and educational services for SED and LD populations.

Resources:
The school uses the Comprehensive Competencies Program — a state-of-the-art computerized learning center. The complete package costs $35,000 with added costs for training and a user's fee of $1,000.

Structure:
Staffing is provided by two teachers (one with Handicapped Learner's Endorsement), one aide, one vocational coordinator, and 3-4 practicum students and volunteers.

Lithia School is currently located in a church basement at 717 Siskiyou Blvd. in Ashland. It is sponsored by the Ashland Adolescent Center.

Linkages are by contract to Ashland School District. The school participates in the youth service team approach.

History:
The program began in 1986. It reflects a merger of the resources available to residents of a treatment program through the Child Dependent Billing Act and funds available for regular high school students.

Funding:
Total funding is approximately $100,000 per year. It is provided by Child Dependent Billing Act funds, Chapter 1, United Way, Juvenile Services Commission, Carpenter Foundation, Oregon Community Foundation, Youth Coordinating Council, the City of Ashland, and the Ashland School District.

Numbers Served:
The school serves between 45-50 students per year; ADM is 31.

Cost Per Student/Client:
Approximately $2,000 per year.

Evaluation:
Nationwide, the Comprehensive Competencies Program has shown a 3-4 grade level improvement per 100 hours of instruction.

Followup:
Most students go to work after graduation. Development of an after-care program is underway.

TRI-CITY ALTERNATIVE PROGRAM

607 Main Street
Oregon City, OR 97045

9140 SE St. Helens
Clackamas, OR 97015

Contact(s):
Dian Connett, Director
Ellen Burbridge, Department Chair
Telephone 655-2813 or 656-4661

Clientele:
The program is designed to serve students 15-18 years of age who are interested in high school make-up credit, GED preparation, basic skills improvement, pre-employment training, night school classes and summer school classes.

Strategies:
Individualized instruction and preparation in strengthening academic skills are provided.

The program assists students in returning to high school, completing GED competencies, and obtaining employment.

Description:
Students are referred through local schools, agencies, juvenile court or by other students. They are interviewed and accepted into the program.

These students are interested in preparing for GED testing or returning to high school with make-up credits. Employment placement is also provided.

Methods:
Program components include GED preparation, high school make-up, independent living, pre-employment training, student drug, alcohol, education and support groups.

Individual instruction, group instruction, and participation in community experiences are some of the methods employed.

Resources:
The curriculum is individualized according to each student's abilities and interests.

Individualized instruction packets, computer-assisted instruction, small groups, field trips and resource speakers are utilized.

Structure:
Staffing is provided by four full-time instructors and four teacher assistants from Clackamas Community College.

The program is located at two sites — one in Oregon City and one in Clackamas. The sponsoring agency is Partnership Program.

Linkages are provided to local high schools; Clackamas Community College; and employment, training, and business services.

History:
The program has been in existence for nine years.

Funding:
Funding is provided by basic school support, the college general fund and JTPA funds. The annual budget is $200,000.

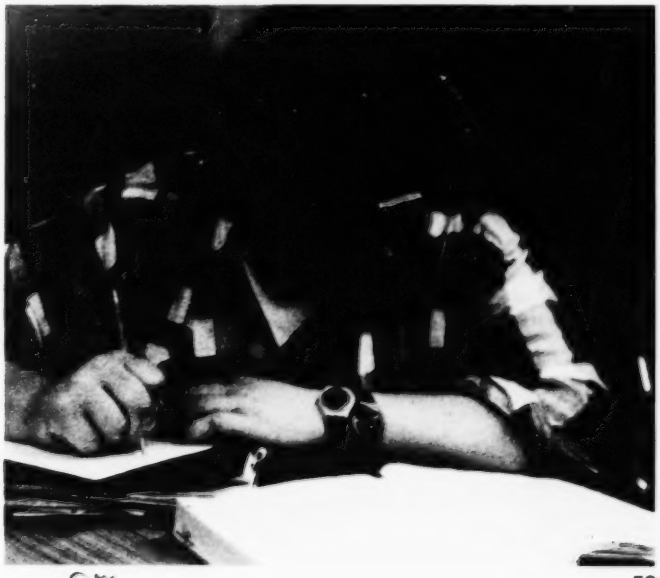
Numbers Served:
250 students per site per year.

Cost Per Student/Client:
Approximately $1,000.

Evaluation:
Approximately 85 percent of students involved complete this program.

It has been used extensively as a viable option for increasing motivation and success in high risk youth.

Followup:
Students either return to high school, receive their GEDs, obtain employment, or transition to college.



Hard Rock
NEW YORK

7 ALCOHOL AND DRUG — HEALTH — MENTAL HEALTH

Programs related to alcohol and drug issues are usually organized across a continuum: prevention/education, intervention, treatment, and aftercare. They address differing needs of the population to be served.

Prevention/education is defined as services which are directed at groups of persons who have not yet begun to use illegal substances. The recent adoption of a Drug and Alcohol Policy by the State Board of Education has resulted in a description of basic services which are provided under the prevention/education category. These services are also congruent with those described in the federal Drug Free Schools and Communities Act of 1986.

A prevention/education program includes, at a minimum:

1. Age-appropriate curriculum materials that are research-based and that carry a clear message that drug use is illegal and harmful.
2. Clear policies adopted by a school district that carry a message that drug use is illegal and harmful and that provide for consistent consequence.
3. A method of identifying and referring students who evidence need of intervention or treatment.

Effective prevention programs help students learn peer resistance skills, learn and practice alternatives to alcohol/drug use, and promote wellness.

Prevention/education programs can be funded through funds from the Drug-Free Schools and Communities Act. These funds are available to every public school in Oregon upon application to the Department of Education. ***For information about these funds, call Susan Hawkins at the Oregon Department of Education, 373-7123.***

To facilitate the development of prevention/education services, the Oregon Prevention Resource Center (OPRC) maintains an extensive collection of curricula, materials and pamphlets, and also provides direct training and technical assistance. Much of this assistance is available at no cost. OPRC also serves as the focal point for referral to other sources of assistance related to development of prevention programs. ***The Center staff can be reached by calling 1-800-822-OPRC.***

Intervention programs provide for strategies to work with students who have been identified as needing special services to intervene with their use of alcohol or other drugs. Whenever persons who have been determined to have special "risk" factors, e.g., children of alcoholics/ drug abusers, children/youth already known to be experimenting with drugs, or children in situations that bring them to the concern of teachers or counselors, the techniques used to address the concerns are termed "intervention." Programs to intervene may include assessment, counseling, special peer support, or other techniques designed to assist persons already identified as at high risk to stop or further delay drug-using behaviors.

Intervention programs may need to assist students to make friends with new groups and change behaviors, or they may provide for positive interaction with adults who can be effective mentors.

Treatment programs are designed to assist a person to move toward recovery from use of alcohol or other drugs. Treatment may be offered on an outpatient basis, or in a residential setting. Length of treatment varies with each individual. Intensity of treatment also varies with the needs of the person.

The aftercare part of the drug/alcohol continuum includes the time following the treatment period when the person is transitioning back into a school and community. Also referred to as a "follow-up" period, services include support systems, development of social skills, and promotion of new and alternative activities that reduce the opportunities to return to drug and alcohol use.

All of the activities in the continuum may be funded through federal funds from the Drug-Free Schools and Communities Act, but there are federal and state regulations that apply to the services. Alcohol or drug treatment programs must meet regulations set by the Office of Alcohol and Drug Programs of the Department of Human Resources, regardless of the source of funds for the services.

Plans for treatment programs should also be reviewed through the regular planning process of each county's community mental health center. A special committee, the Local Alcohol and Drug Planning Committee is charged by law with review of alcohol and drug treatment programs in each county. For information about this process and other funding questions related to treatment programs, ***call the Office of Alcohol and Drug Programs, 378-2163,*** and ask to speak to the Regional Alcohol/Drug Specialist serving the particular county in which a program is to be sited.

IMPACT TRAINING

364 Oregon Hall
University of Oregon
Eugene, OR 97403

Contact(s):
Gregg M. Lobisser
Telephone 686-3105

Clientele:
University of Oregon student body with special focus on selected target groups: fraternity and sorority members; residence hall students; minority students; student leader groups; and identified at-risk groups including new students, recovering students, etc.

Strategies:
Impact training is a powerful learning experience in the areas of substance abuse, chemical dependencies and addictive behaviors. The multi-day training explores the effects of chemical use and dependency and examines how the lives of people close to the chemically dependent person are disrupted.

As a training model, Impact helps participants look at family systems (families of origin, Greek chapters, residence halls and friends) to learn how the destructive behaviors of the chemically dependent person are supported.

Description:
Impact trainings at U of O fall into two categories: special target population trainings (for specific student groups); and Open Impacts (for all students, faculty, parents, alumni and members of the community).

Participants pay either an individual or group fee.

Methods:
Program content includes: the pharmocology of alcohol, pot, cocaine, and other drugs and the effects of polydrugging; how families affect and influence our choices to use mind and mood altering substances; familiarization with chemical dependency concepts including enabling, denial, intervention and treatment; ways to explore the concept of wellness; examination of the ways chemical use interferes with intimacy in relationships; and practical communication skills training.

Introduction training is comprised of a lecture by a facilitator/trainer and a carefully constructed sequence of interparticipant communication/skill building sessions. Guest speakers occasionally address specific topics. Training includes a panel of recovering students. Participants are introduced to "buddies" and campus and local resources are explored.

Resources:
To reduce costs for student target population, Impacts written resources are usually not assigned, required, or distributed. An Impact training notebook is available through National Training Associates for an additional fee.

Structure:
The facilitator/trainer is Michael Leeds, Ph.D. The program is held at any campus location suitable for multi-day training. It is sponsored by the University of Oregon. It is linked to all student populations.

History:
Impact training was developed by National Training Associates in Sebastopol, California. It was originally designed for teachers in the secondary system and was first adapted for U of O in April 1986.

It has since evolved into the "Oregon Model." To date, 21 Impacts have been sponsored on the U of O campus.

Funding:
Funding is not institutionalized. Users, whether university departments, student organizations, or individuals, pay a pro rata share.

Numbers Served:
Since February 1986, 1,193 have been served — 60-75 per training and 581 in 1987-88.

Cost Per Student/Client:
Varies according to number served and length of training. Ranges from $37.50 to $150.

Evaluation:
The program has been enormously successful with requests for 1988-89 already outstripping our ability to program. Impact has been most successful when programmed for a system (student organization, staff, residence hall, Greek house, etc.).

Careful presentation of followup counseling support services is important, as is the utilization of highly skilled small group facilitators. Among students, coed groups seem to achieve the greatest learning outcomes.

Followup:
Each Impact includes introduction to a "buddie" who is available for support, if desired. Campus counseling services, individual and group, are presented in the program. One or two group followup sessions are also scheduled for participants. Advanced training in a variety of areas is also available.

DRUG AND ALCOHOL RESOURCE TEAM (DART)

Department of Student Housing
Oregon State University
Corvallis, OR 97331

Contact(s):
Donna M. Keim
Cheryl Graham
Telephone 754-4771 or 754-2775

Clientele:
All Oregon State University students, faculty, and staff, in cooperation with the Corvallis community.

Strategies:
DART has, as its mission, the desire to minimize the effects of substance abuse as it impacts the life of the University and community.

The goals are: (1) to develop a comprehensive, ongoing substance abuse program for the campus; (2) to serve as a coordinating body for substance abuse programs between the campus, the community, and the state in order to avoid fragmentation or duplication, and make the best use of available resources; and (3) to advocate the establishment and maintenance of assistance programs for students, staff and faculty.

Description:
DART acknowledges the nationwide pattern of drug abuse within the student body and inside the ranks of faculty and staff as well. The team at OSU wants to assist each person to maximize his or her potential.

To accomplish this, team members focus their energies into affecting university policies, providing prevention education, providing assessment and intervention, assisting adult children of alcoholics, and dealing with special issues such as CRACK, COCAINE, AIDS, etc.

Each subcommittee works on projects and reports back to the DART team.

Methods:
Three areas of student affairs deal with drug and alcohol needs — the Student Health Center; the Counseling Center; and the four living groups on campus — residence halls, cooperatives, fraternities and sororities.

DART's specific objectives are to develop a strategy for establishing 12-step programs on campus (AA, Al-Anon, ACOA groups); to conduct research to assess the scope of substance abuse by students, faculty and staff; to develop an affective-based substance, alcohol and drug abuse prevention program; to plan and implement the National Collegiate Awareness Week in October and the National Collegiate Drug Awareness Week in February; to address substance abuse issues in the context of a wellness model and advocate for campuswide wellness programs; to establish an alcohol/drug office; and to acquire a Substance Abuse Treatment Specialist to work through the Counseling Center and/or Mental Health Clinic.

Resources:
Resources include a film library, distributional literature, theme bulletin board/poster material, media releases, a Tel-Med phone, continuous programs such as awareness weeks and alcohol information schools, a speakers bureau, coursework, and information and referral services.

Structure:
The DART team is made up of 14 people representing faculty, staff, students, athletics, counseling, health, housing, alumni and two community representatives.

Included are a student health educator, mental health and university counselors, living group advisors, and both professional and student advisors.

DART is sponsored by the Division of Student Affairs. Services are located in the Student Health Center, Counseling Center, Office of Student Services, and Department of Student Housing.

History:
DART has been active on the OSU campus for the past two years. The team also participates in the annual HEADS conference held in Lincoln City each winter term.

Funding:
Shared resources in each student affairs area provide funding. The program falls under each budget.

Numbers Served:
DART services impact all students, faculty, staff and community members.

Cost Per Student/Client:
Information not available.

Evaluation:
After every event, there are evaluations available and discussions are held by planning committees. The most effective program is the one used during Alcohol Awareness Week.

Followup:
Each referral agency at OSU does its own checkup or followup work with other departments. We work very well with each other to make sure the student, faculty or staff member is getting the counseling he or she needs.

STUDENT HEALTH SERVICES

Lane Community College
4000 E 30th Avenue
Eugene, OR 97405

Contact(s):
Sandra Ing
Telephone 747-4501, Ext. 2666

Clientele:
LCC students enrolled in credit, High School Completion (HSC), and Adult Basic Education (ABE) programs.

Strategies:
The objective is to provide high quality, low-cost medical care to LCC students in order to allow them to manage health problems so they are able to progress in academic programs. Preventive medicine and positive lifestyle changes are stressed.

Description:
All credit, ABE, and HSC students are eligible to use the clinic. Service is provided on a first-come, first-served basis. Students see either nurses or physicians depending upon the nature of the problem.

There is no charge to see nurses or physicians. Limited fees are charged for lab tests, routine physical exams, etc.

Methods:
Primary Medical Care covers most problems encountered in a physician's office; *Women's Clinic* provides low-cost examinations, prescription birth control methods and education; *Nutrition Counseling* is available on an individual basis; and free *Vision and Hearing Screenings* are provided.

Health Education and Outreach are provided by pamphlets, articles in the campus paper, special programs, etc.

Resources:
The clinic stocks a wide variety of health-related pamphlets, most of which are obtained from various agencies. A few are developed in-house.

Structure:
Staffing is provided by an MD (16 hours per week), an RN (one FTE), an RN/NP (1.5 FTE), a medical technologist (.5 FTE) and clerical help (1.2 FTE).

Student Health Services are located in the Center Building on the main campus at Lane Community College. Multiple linkages are provided to other medical providers in the community.

History:
In 1972, the Associated Students — in cooperation with the college administration — decided to provide primary health care as part of the Student Health Service. The additional costs of this were covered by funds generated through a student government fee.

In 1975, funding for primary care was transferred to a fee-per-credit-hour and administered as part of the college general fund.

Funding:
90 percent of the budget comes from the college general fund and 10 percent is from fees charged for specific services.

Numbers Served:
An average of 80+ per day are served — or 13,598 visits for the 1986-87 academic year.

Cost Per Student/Client:
$12.22 per visit.

Evaluation:
A patient satisfaction survey is conducted for two weeks each year and responses to the care received are overwhelmingly positive. Students frequently cite the quality of care received and the helpful, friendly attitude of the staff.

Followup:
Because this is primarily a medical clinic, followup is very individualized and can range from none to numerous contacts to assist the student in locating a resource to deal with medical, emotional and social problems.

TEEN BIRTH CONTROL CLINIC

134 E 13th Avenue
Eugene, OR 97401

Contact(s):
William Sheppard, Executive Director
Telephone 344-2632

Clientele:
Sexually active teens in need of birth control services and supplies.

Strategies:
The goal of the program is to reduce the incidence of teenage pregnancy.

Description:
The referral criteria for the Teen Birth Control Clinic is that the potential patient is 18 years of age or younger and is at risk of pregnancy.

The average Teen Birth Control client is 16 years of age and has been sexually active since age 14. One out of eight has already experienced a pregnancy. Eighty-four percent have never used a medically-prescribed method of birth control.

Methods:
Young women attending the Teen Birth Control Clinic receive a medical exam by a woman nurse practitioner, a pelvic exam with a Pap smear, breast exam, urine and blood tests and VD screening.

Following the medical exam, each teen is prescribed a birth control method and is given instructions on its use. During the clinic visit, teens receive extensive counseling and education.

Resources:
Information not furnished.

Structure:
Staffing is provided by a nurse practitioner, the clinic director and clinic aides.

The clinic is located at the Planned Parenthood office and is sponsored by the Planned Parenthood Association of Lane County.

The clinic is linked by referral to school teachers, counselors and nurses, and private social service agencies according to client needs and requests.

History:
Planned Parenthood Association of Lane County has pioneered the development of birth control services for teenagers. In 1978, we opened the first teen clinic in Oregon designed to meet their special educational and contraceptive needs.

Funding:
Clinic patient fees, Joint Social Services Fund, United Way, foundations.

Numbers Served:
In 1988 approximately 1,000 teenagers will receive services.

Cost Per Student/Client:
$105 per patient per year.

Evaluation:
Over the seven-year-period from 1979 to 1986, the number of teenage pregnancies in Lane County declined 36 percent, from 1,090 to 697. During the same period, abortions to teens declined 49 percent, from 571 to 294.

Followup:
Information not furnished.

WAVERLY DAY TREATMENT

Waverly Children's Home
3550 SE Woodward
Portland, OR 97202

Contact(s):
Mary Demuth
Telephone 234-7532

Clientele:
The Waverly Day Treatment program serves severely behaviorally/emotionally disturbed students, ages 6-12, who are unable to be educated in special education classrooms.

Strategies:
The program provides an individualized treatment plan and IEP, individual and family therapy, daily social/behavioral goals, individualized attention with high student/staff ratios, and transitional services to community schools.

Description:
Children are referred directly by CSD and school districts. Following a comprehensive intake screening, children are admitted under an individual treatment plan and IEP. Parent participation is required. Gradual transition planning and support facilitate community re-entry.

Methods:
Individual behavioral and educational goals are monitored by program staff. Group goal setting is used daily. Individual and family therapy is available. Parenting education and support services are also provided and an individual transition plan is designed.

Resources:
Portland Public School resources and curriculum guides are used.

Structure:
Staffing is provided by a special education teacher with a master's degree, two trained child behavior specialists, family therapists and a nurse.

The program is located in the inner southeast area of Portland. The sponsoring agency is the Waverly Children's Home. Linkages are provided to the community, social service agencies, various local and Clark County, Washington school districts, CSD and the medical school.

History:
Waverly Children's Home operates a day treatment program as a continuum of treatment services for children and families. All agency resources are available to the day treatment program including psychiatric consultation and recreational, education and therapeutic services. The program is two years old.

Funding:
Funding is provided by school district purchase of care, CSD and private donations.

Numbers Served:
There are two classrooms with a ten student capacity in each.

Cost Per Student/Client:
The cost is $85 per day plus $26 per hour for individual or family counseling.

Evaluation:
Since the program is relatively new, we are still in the process of working out comprehensive evaluation plans. Our records show that approximately one-half of 32 discharges have been transitioned back into the public school system.

The other half are in alternative schools or have left the state. One went to Providence Day Treatment.

Followup:
Waverly follows the family and student for up to four months depending on need. Typically students are transitioned back into their neighborhood school if possible, or into an alternative appropriate placement in another school setting.

Contact with the family is maintained to make sure the transition is working as well as possible.

THE SALVATION ARMY GREENHOUSE

820 SW Oak Street
PO Box 8798
Portland, OR 97208

Contact(s):
Molly Worthley
Telephone 223-2997

Clientele:
Youth aged 12-18 who are homeless and involved in street activity (i.e., prostitution), or at risk for such involvement.

Strategies:
Our objective is to provide emergency services (food, clothing, transportation, assistance, etc.); ongoing support services including medical care, legal assistance, and support groups; and GED training and tutoring.

Description:
Greenhouse delivers services designed to meet the physical, psychological, social and spiritual needs of street youth on a "no strings attached" basis. The emphasis is on establishing trusting, caring, nonexploitive relationships in a safe, nurturing environment.

Counselors work individually with youth and also supervise group interactions.

Methods:
Individual counseling and advocacy is provided. A strong, supportive relationship with an adult role model is the objective.

The program seeks to meet basic needs of food, clothing, medical care, and a caring environment for youth to explore options; provide a GED program to assist youth in finishing their education; and furnish job search assistance.

Greenhouse works with families whenever a return home is possible. It also endeavors to assist youth leaving street life by facilitating entrance into an existing transition program or independent living.

Resources:
Meals are donated by local churches and civic groups. Clothing and all other in-kind items are donated by individuals and groups. Medical, legal and dental assistance, and GED tutoring are provided by community volunteers.

Structure:
Staff consists of one full-time counselor, one full-time director, a part-time counselor and a part-time secretary. Counseling positions require a degree in the social service field.

Greenhouse is located at 820 SW Oak Street in Portland. It is sponsored by The Salvation Army.

Greenhouse is linked to Project Luck, Outside-In, Burnside Projects Youth Shelter and Janis Youth Programs.

History:
Greenhouse was founded in January 1984 through the efforts of former Congresswoman Edith Green.

Funding:
Solely through private contributions — both individual and corporate.

Numbers Served:
In 1987, Greenhouse served 420 unduplicated youth. We assist approximately 100 youth per day.

Cost Per Student/Client:
Varies depending upon individual need.

Evaluation:
Greenhouse is strongly supported by the local community and the youth we serve. It has earned the reputation as "a program that works" by law enforcement officials. Kids respond favorably to the individual approach and the "no strings attached" philosophy of service delivery.

Greenhouse youth have gone on to become full-time students, productive employees and have proven to be capable of succeeding.

There is a drastic shortage of transitional housing for the population which makes assisting them more difficult.

Followup:
Information not furnished.

SOUTHERN OREGON DRUG AWARENESS (SODA)

600 Whitman Place
Medford, OR 97501

Contact(s):

Craig Christiansen
Telephone 779-2393

Janet Corson
Telephone 776-8645 or 779-5247

Clientele:

SODA participants are students countywide in grades K-12, parents, and people in business and industry in Jackson County.

Strategies:

A wide cross-section of people — from business, law-enforcement, the clergy, medicine, education, the judiciary, parents, and other interested citizens — have joined together to furnish broad-based support against the abuse of drugs and alcohol in Southern Oregon.

The SODA program is dedicated to the task of stopping drug and alcohol abuse among the young people. The purpose is to develop drug-free youth through education and community programs.

Description:

SODA believes the epidemic level of alcohol and drug abuse threatens the chance for our children to grow up in a healthy environment. It believes drug abuse robs the business place of valuable hours of productivity. It believes drug abuse dissolves family bonds. And it also believes people need to speak out — to help one another. It wants to be a part of that.

Methods:

SODA has provided drug-education school curriculum countywide in grades K-12. It has presented curriculum workshops for school teams and parents, training and orientation for teachers, countywide awareness workshops and training as well as hundreds of presentations to business and civic groups.

SODA enlists members who join and receive the newsletter and are also enlisted as members of one of the SODA committees formed to address community needs.

Committees are divided into interest groups on Parent Education, Youth Development, School Curriculum, Legislation, and Business and Industry.

Some of SODA's accomplishments include organization of a task force of community leaders; community drug-awareness seminars; peer assistance counseling in secondary schools; authorship of a monthly column in the Medford Mail Tribune called STRAIGHT TALK; a television series and print shop operated by local youth as a result of a $10,000 "Channel I" grant; and a multitude of additional services and projects such as youth fairs, special speakers, panels, surveys, Just Say No Clubs, health fairs, etc.

Resources:

Three copies of the *Here's Looking at You, 2000* prevention curriculum packages have been purchased. These are rotated to trained teachers in the county.

SODA will also lend resource materials and films, provide speakers, supply up-to-date information, assist parent-peer groups, and mail copies of its newsletter, the SODA SATELLITE.

Structure:

SODA is staffed by volunteers. Offices are located at 600 Whitman Place in the 549C School District Administration Building.

The principal, but not sole sponsoring agency, is the Medford Junior Service League.

History:

SODA has been active in Southern Oregon since 1981.

It was founded to combat the alarming statistics showing increasing alcohol and drug abuse, dropping out of school, drunk driving, drug abuse in the workplace, marijuana usage, and illegal substance usage in young people.

Southern Oregon has the highest per capita number of methamphetamine labs in the United States.

Funding:

Membership fees are tax-deductible. Funding is also provided through private donations and grants.

Numbers Served:

The prevention curriculum has reached thousands of students. In addition, over 500 teachers have been trained to teach the *Here's Looking At You, 2000* curriculum, and 30 students have been taken to a REACH Training Program. SODA will sponsor the REACH Program in Jackson County for 300 students in October 1988.

Cost Per Student/Client:

No cost.

Evaluation:

SODA was faced with a great deal of community denial at the beginning. However, it is now seeing results and knows it has made an impact.

Over 50 parents and representatives from every school meet on a monthly basis to take information back to their schools.

Followup:

There is constant updating of the prevention curriculum and constant contact with school districts and parents.

CHILDREN'S RESOURCE TEAM (CRT)

Josephine County Mental Health Program
714 NW "A" Street
Grants Pass, OR 97526

Contact(s):
Scott Willi
Telephone 474-5365

Clientele:
Students in Josephine County and Grants Pass Public Schools (K-12), Head Start, or three local Alternative Centers who are seriously emotionally disturbed, at risk of school failure, or developing severe and persistent behavioral/emotional problems.

Strategies:
Through interagency contacts, regularly scheduled mental health outreach services are provided at each school and center. The primary goal is to provide a range of collaborative interagency services for high risk and seriously disturbed students.

Our pyramid model emphasizes the importance of providing consultation, training and support for school staff.

Description:
Students are referred to CRT by teachers, counselors, principals, parents and other agency staff based on behavioral/emotional problems at school, serious family dysfunction, or high risk factors.

At middle schools and high schools, multi-agency Youth Service Teams meet regularly to staff new referrals, coordinate services, monitor progress of students, and collaborate on program development.

Methods:
CRT services range from primary prevention with high risk students to crisis intervention with suicidal or violent students.

Individual, group, and family counseling often focuses on developing communication skills, coping with loss, managing anger, learning problem-solving skills, enhancing self-esteem, and resolving conflicts.

Ongoing consultation is provided for school staff to support their efforts, develop coordinated strategies, and establish classroom interventions.

Resources:
Articles describing the CRT model, curricula and resources for school-based groups, the Funnel Form (program evaluation), and other program-related material are available at no cost or a minimal charge.

Structure:
Staffing is provided by Mental Health Specialists, five full-time and one part-time, and one part-time secretary.

The program is located at all public schools, Head Start Centers, and Alternative Centers in Josephine County and is sponsored by the Josephine County Mental Health Program.

CRT has interagency contracts with public school districts and Head Start and strong linkages with the Juvenile Department, Health Department, CSD, Family Friends (sexual abuse treatment), Inn Between, Alcohol and Drug Abuse Program, and other youth programs.

History:
CRT was started in 1974 with an LEAA grant. The original model emphasized classroom behavior management and assessment of students for special education services. It has gradually evolved into a comprehensive school mental health model.

Funding:
In 1986-87, school and Head Start contracts provided $50,000; Josephine County General Fund, $81,000; and the State Mental Health Division, $53,000.

Numbers Served:
700 students and families per year.

Cost Per Student/Client:
$265.

Evaluation:
CRT has developed a Funnel Form to track referrals, services provided, and our success at keeping students in school and in their families.

Our data for two complete school years reflect 96 percent of our referred students remaining in their schools and homes.

Followup:
Since services are provided at all public schools in Josephine County, CRT staff are able to monitor the progress of students completing individual, group or family counseling.

Teachers and counselors have ready access to their CRT consultant if students need additional services in the future.

DE PAUL YOUTH PROGRAM
SRI OUTPATIENT SERVICES

4411 NE Emerson
Portland, OR 97218

Contact(s):
Robin Laws, Director
Ann Reay, Intake Coordinator
Telephone 287-7026

Clientele:
The targeted population is Multnomah County youth aged 12-14 who are potential school dropouts as a direct result of chemical use and abuse.

Strategies:
Group, individual and family counseling are used to intervene and provide treatment for those students having difficulty in school as a result of chemical abuse.

Our goals are to assist youth and their families in establishing stability and recovery in their lives.

Descriptions:
School personnel, social service agencies, juvenile court workers, and families refer students to the program for a full psychosocial and chemical use assessment to determine need.

The counseling sessions focus on the disease concept and its effects on the family system. Education, support and treatment methods are employed with a great deal of networking by all sources involved with the student.

Methods:
Drug and alcohol issues are the primary focus. A positive peer group process is used in conjunction with 12-step, self-help recovery programs. Parent education is provided in conjunction with family counseling.

Resources:
The philosophies of the 12-step, self-help groups are the mainstay of our treatment modality. These include Al-Anon for families, Alcoholics Anonymous, Narcotics Anonymous, and Cocaine Anonymous. Current chemical dependency films and written materials are used for educational purposes.

Structure:
Staff includes one part-time counselor and one part-time clinical supervisor, both specialists in chemical dependency.

On Wednesdays from 3:00 to 4:00 p.m., the program is held at Rockwood Middle School, 840 SE 182nd. The program convenes for students and families on Saturday from 1:30 to 3:30 p.m. at the De Paul Center, 4411 NE Emerson.

The sponsoring agency is Multnomah County's Social Services Division. The program is linked to all Multnomah County Schools, CSD, Juvenile Court, and Social Service Agencies.

History:
The SRI outpatient program began in December 1987, and is one component of treatment offered by the De Paul Youth Program. Other services include residential treatment, day treatment and conventional outpatient services for youth.

The adult program offers residential and outpatient services as well.

Funding:
State and federal grant dollars supporting the Student Retention Initiative provide $12,000 yearly.

Numbers Served:
Six slots are available for a total of 50 to 60 per year.

Cost Per Student/Client:
Services are offered to indigent only. All services are free or on a sliding fee scale.

Evaluation:
One major problem is that, after five months of service, we are still working hard to receive any direct referrals from schools. The schools in the county have been very vocal about the need for these services, but as yet are not themselves making referrals.

Followup:
For several of our clients, leaving treatment means transferring to more intensive treatment in another of our components.

Those who complete successfully are encouraged to enter the recovering community and seek further assistance from us or other social service agencies when new problems arise.

YOUTH ADVENTURES, INC.
GIRLS ALTERNATIVE PROGRAM

15544 S Clackamas River Drive
Oregon City, OR 97045

Contact(s):
Richard Patton, Executive Director
Marcia McClocklin, Treatment Director
Telephone 656-8005

Clientele:
Clackamas County adolescent girls who are physically and/or sexually abused, chemically involved and are perceived as school, community and family failures. They are at extreme risk of school drop out, teen pregnancy, and training school placement.

Strategies:
The purpose of the program is to interrupt the dysfunctional and often self-destructive lifestyle these young women have adopted. They are empowered to begin making positive choices and develop self-esteem so they can experience success, autonomy and self-determination.

Description:
Clients may be referred by the juvenile court, JSC, mental health, school, etc. Girls attend the program daily from 9:00 a.m. to 5:00 p.m., Monday through Friday. Positive Peer Culture is the predominant modality for this intensive small group experience. Family therapy; parent, drug and alcohol education; and parent support groups are also available.

Methods:
The program addresses such areas as: remedial and individualized education, prevocational training, living skills, problem solving, goal setting, drug and alcohol abuse, communication skills, and victimization.

Intensive group, individual and family therapy will be provided. The program will also provide the opportunity to practice constructive work habits and to learn interpersonal skills related to acceptable job performance in order to prepare girls for future employment options.

Resources:
A wide variety of curriculum materials are used with a heavy reliance on community exploration and identification of helping and self-help resources.

Structure:
Key staff includes a primary staff person, one aide, one teacher, one drug and alcohol counselor, and one family counselor.

The program is located at the Youth Adventures campus in Oregon City.

It is sponsored by Clackamas County Juvenile Services Commission and the Juvenile Court. It is linked to the JSC, the Juvenile Court, CSD and local school districts.

History:
The program began with a start-up grant from Clackamas County Juvenile Services on April 1, 1987, to deal with the increasing commitments to Hillcrest. CSD and Juvenile Court data indicated girls were being lost within the system and facing dangerous futures.

Funding:
Total funding is $55,216. $22,608 is provided by Clackamas County JSC; $22,608 is provided by Clackamas County Juvenile Court (HB2045), and $10,000 is provided by school tuition.

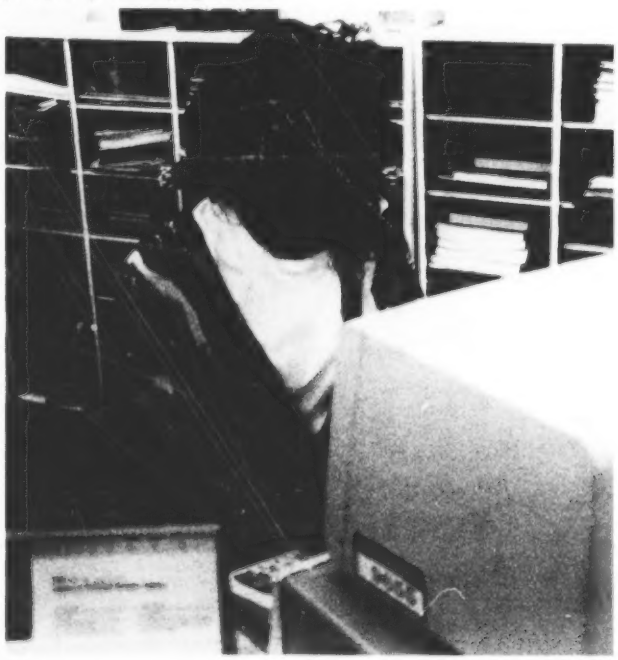
Numbers Served:
Six clients at one time; 12 to 14 per year.

Cost Per Student/Client:
$628 monthly.

Evaluation:
This program has proven to be an effective alternative to traditional programs aimed at providing an alternative educational setting. It is able to serve severely dysfunctional girls who have significant treatment needs due to physical and sexual abuse, chemical abuse, family dysfunction and suicidal tendencies.

Followup:
Many clients also receive services from Youth Adventures' CSD-funded Community Service program so they continue to be eligible for individual, group and family treatment.

Other clients may continue with the agency on a third party or private pay basis.



SANTIAM GIRL SCOUT CREATING HER OWN INDIVIDUAL CHALLENGES AND EXPERIENCES (CHOICE) PROGRAM

Santiam Girl Scout Council
910 Capitol Street NE
Salem, OR 97301

Contact(s):
Sherri Stortz, Youth Program Developer
Telephone 581-2451

Clientele:
Girls 11 to 17, primarily those in state substitute care who are considered at risk.

Strategies:
The focus is on serving girls who would not otherwise seek out traditional youth agencies — involving them in activities that will enhance their self-esteem and develop their self-potential while furnishing them with a positive role model.

Description:
Girls are referred by CSD, school counselors, and local youth agency personnel. Girls voluntarily join the CHOICE program and meet in small groups on a regular basis with an adult leader to jointly plan and participate in a variety of activities.

Methods:
Group activities utilize traditional Girl Scout values and programs, as well as specialized materials dealing with contemporary issues such as preventing child abuse, conflict management, saying no to drugs, self-awareness, career awareness and appropriate use of leisure time. However, this is not a counseling service.

Resources:
The program utilizes local speakers and activity specialists as resources. Local low-cost recreational facilities are also used. Professional resources are tapped to supplement training and advise volunteer leaders.

Structure:
Women who have a special interest in at-risk girls are recruited and trained in Girl Scout program methods and special CHOICE training. Paid staff provides administrative support.

The program is offered in local communities in Linn, Polk, Yamhill, and Marion counties. It is sponsored by the Santiam Girl Scout Council.

The Girl Scout CHOICE program is a member of the statewide Juvenile Justice Alliance Project and local United Way agencies.

History:
A pilot project has been operating successfully in Lincoln County since July 1985, serving high-risk girls referred by Lincoln County Juvenile Department. The program was provided by paid staff.

Funding:
Gannett Foundation and Oregon Community Foundation. Special funding is also provided in Linn County by Linn County United Way and the Altrusa Club of Albany.

Numbers Served:
The Lincoln County pilot project served 75. The councilwide program started April 1, 1988.

Cost Per Student/Client:
Varies.

Evaluation:
Not available at this time.

Followup:
An extensive record-keeping and evaluation system has been developed. Additional troop placement is available.

PROJECT SELF-ESTEEM

PO Box 1942
Roseburg, OR 97470

Contact(s):
Judy Ann Perry, Coordinator
Karen Hiatt, Director
Battered Person Advocacy (BPA)
Telephone 673-7867

Clientele:
At-risk youth of school age. Children from domestically-violent homes, children who have witnessed or have been abused, and children who act out aggressive or passive behavior in school or other groups and are subsequently referred to the program.

Strategies:
Through intervention, the program attempts to increase self-esteem and help children find alternatives to violence.

Description:
Children from a shelter, the school system and other agencies are referred to the program. Weekly meetings with children are conducted after screening to see if the group is appropriate or if the child should be referred to other agencies.

Methods:
Peer counseling and structured activities are both implemented. Mothers of children are also involved in the self-esteem segment.

Resources:
All resources are provided by BPA.

Structure:
Staff includes one full-time coordinator, one part-time social science major, one part-time day care director, and one part-time high school student for peer counseling.

Children meet at the New Life Christian Center and the program is sponsored by the Battered Person Advocacy. The BPA shelter is a confidential location.

Project Self-Esteem is linked to community agencies, CSD, and Child Development Specialists in public schools.

History:
The program started in October 1987.

Funding:
Provided by the Fred Meyer Kids at Risk Foundation.

Numbers Served:
25-30.

Cost Per Student/Client:
No charge for students.

Evaluation:
The majority of children who had parental support stayed with the program for the full six weeks. Children should stay with the group for a period no longer than 12 weeks; after that they become too comfortable with the group and no longer want to work on their self-esteem.

Followup:
Both the child and parent are contacted to assess the child's progress and to determine whether another session or other resources would be appropriate.

EDUCATION IN HUMAN SEXUALITY

Planned Parenthood of Lane County
134 East 13th Avenue
Eugene, OR 97401

Contact(s):
Mary Widoff, Education Director
Telephone 344-2632

Clientele:
Serves students at all levels, elementary through university. A secondary clientele is parents, professionals, and other community members.

Strategies:
While a major goal is to prevent unintended pregnancy (both teen and nonteen), the overall goal deals with providing skills and information needed to make positive, healthy sexual decisions.

Description:
School programs are selected by classroom teachers. Classroom sessions are presented by Planned Parenthood educators on topics related to human sexuality.

Workshops and seminars are also provided for parents (families) to improve family communication about sex. Community programs, workshops and inservice training are sponsored for medical, educational and other professionals.

Methods:
The classroom sessions cover topics such as birth control, sexual decision making, teen pregnancy, sexually transmitted diseases, reproduction and birth, etc.

Written literature is available through the agency.

Resources:
Pamphlets, newsletters and educational handouts are available at low or no cost. A five-day video curriculum for high school students on issues of adolescent sexuality is also available.

Structure:
One full-time education director, two part-time (nine month) community educators. All education staff have degrees and experience in health education.

Planned Parenthood is headquartered in the staff office. Sessions are provided throughout Lane County. The sponsoring agency is Planned Parenthood Association of Lane County.

Planned Parenthood is linked to schools, churches, social service agencies, community groups and organizations.

History:
Planned Parenthood of Lane County has been in operation since 1968.

Funding:
Clinic patient fees, United Way, private donations, foundation grants, and joint social service funds.

Numbers Served:
11,000 in 1987.

Cost Per Student/Client:
Not available.

Evaluation:
Planned Parenthood is Lane County's major resource in the area of human sexuality education. Since 1979, teenage pregnancy in Lane County has declined 36 percent — from 1,090 in 1979 to 697 in 1986. Abortions to teens have declined 49 percent during the same time period.

In conjunction with Planned Parenthood's Teen Birth Control Clinic, the Planned Parenthood program has contributed to this major decline.